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Minority, Women and Disabled Students
Faculty and Staff
Annual Report / 1990

Southern Illinois University



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FOURTH ANNUAL REPORT
TO THE SOUTHERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES
ON
GOALS AND PLANS
TO IMPROVE THE PARTICIPATION AND SUCCESS
OF
MINORITY, WOMEN, AND DISABLED STUDENTS
IN ACADEMIC PROGRAMS;
AND THE
RECRUITMENT AND RETENTION
OF
MINORITY, WOMEN, AND DISABLED
FACULTY AND STAFF

OFFICE OF THE CHANCELLOR

September 1990

Table of Contents

Preface	1
I. Introduction	2
II. Overall Southern Illinois University Goals	4
III. Annual Overview	7
SIUC, including the School of Medicine.	9
A. Minority Students	11
B. Women Students.	17
C. Disabled Students	18
D. Underrepresented Faculty and Staff.	20
SIUE.	22
A. Minority Students	22
B. Women Students.	29
C. Disabled Students	30
D. Underrepresented Faculty and Staff.	32
IV. Campus-Wide Evaluations	33
SIUC, including the School of Medicine.	34
SIUE.	47
SIUC Campus-Wide Evaluation Tables.	55
Table 1.A - Headcount Enrollment.	56
Table 1.B - Enrollments by Degree-Seeking First-Time Freshmen and Undergraduate Transfers.	61
Table 2.A - Mean Grade Point Average.	62
Table 2.B - Percent of Undergraduate Students in Academic Good Standing	67
Table 2.C - Academic Success of SIU Medical Students.	72
Table 3.A - Degrees Granted	73
Table 3.B - Students Graduated, Still Enrolled or Non-Persisting.	78
Table 3.C - Retention Information on Medical Students	84
Table 4.A - Medical Students Who Were Initially Unmatched through the National Matching Program	85
Table 5.A - Headcount Employment of Faculty and A/P	86
Table 5.B - Headcount Employment of Faculty and A/P Full-Time Permanent New Hires	88
Table 5.C - School of Medicine Employee Headcount All Civil Service Employees	90
Table 5.D - School of Medicine Employee Headcount Full-Time Faculty and Administrative Staff.	91
Table 5.E - School of Medicine Employee Headcount Full-Time Permanent New Hires	92
Table 6.A - Headcount Employment of RAMP-defined Administrators	94
Table 6.B - School of Medicine Promotion Data All Civil Service Employees	95
Table 6.C - School of Medicine Faculty Promotion Statistics	96

SIUE Campus-Wide Evaluation Tables.	97
Table 1.A - Headcount Enrollment.	98
Table 1.B - Enrollments of Degree-Seeking First-Time Freshmen and Undergraduate Transfers.	102
Table 2.A - Cumulative Grade Point Average of Students. . .	103
Table 2.B - Percent of Students in Good Standing.	107
Table 3.A - Degrees Completed	111
Table 3.B - Students Graduated, Still Enrolled, or Non-Persisting.	115
Table 4.A - Headcount Employment of Faculty and A/P	121
Table 4.B - Headcount Employment of Faculty and A/P New Hires	123
Table 5 - Headcount Employment of RAMP Administrators . .	125
V. Program Inventory Updates	126
Table 1.A - Number Served by Programs for Underrepresented Students, SIUC.	128
Table 1.B - Number Served by Programs for Underrepresented Staff, SIUC	130
Table 1.C - Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff, SIUC.	131
Table 2.A - Number Served by Programs for Underrepresented Students, SIUE.	133
Table 2.B - Number Served by Programs for Underrepresented Staff, SIUE	135
Table 2.C - Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff, SIUE.	136
Table 3 - Disabled Student Enrollment	138
VI. Reports on Reviews of Programs and Activities	139
SIUC.	140
Schedule of Reviews	146
School of Medicine Schedule of Reviews.	147
SIUE.	148
Schedule of Reviews	161
VII. Assessment by the Central Administration	162
APPENDIX A - FY 1990 Listing of Programs and Activities Which Support Minority, Women, and Disabled Students, Faculty, and Staff.	165
APPENDIX B - Program Inventory Updates	
Southern Illinois University at Carbondale, including the School of Medicine.	176
Southern Illinois University at Edwardsville.	201
APPENDIX C - Other Activities Not Listed Elsewhere in the Report. . .	211

PREFACE

Within higher education, there is perhaps no concern more valid and no need more pressing than that of achieving the full and successful participation of minorities, women, and the disabled as students, faculty, and staff. In recognition of this, Chancellor Pettit made the following statement in his memorandum which transmits this document to its various audiences:

Our challenge, as we enter the closing decade of the twentieth century, is to bequeath to the next generation the principle--both ethical and legal--that all humankind is free and equal in both dignity and rights.

The report that follows describes the many programs and activities taking place within Southern Illinois University which respond specifically to this challenge.

I. INTRODUCTION

Legislation passed in 1986 and subsequent amendments directed Illinois public institutions of higher education to develop and implement strategies to increase the participation and achievement of minorities, women, and handicapped individuals who have been traditionally underrepresented in education and programs and activities. Universities report annually to the Illinois Board of Higher Education (IBHE) on their efforts to implement plans and strategies, and since 1989, the IBHE reports annually to the Governor and General Assembly on the effectiveness of the institutional plans and strategies in increasing the representation and success of underrepresented groups. SIU's 1989 report was sent to the IBHE on September 15, 1989. On December 5, 1989, the IBHE approved the 1990 "Report to the Governor and General Assembly on Underrepresented Groups" which drew upon the SIU 1989 Report as well as reports from the Board of Governors, the Board of Regents, the University of Illinois, and the Illinois Community College Board.

In May 1989, The IBHE staff issued Institutional Planning Guidelines for Increasing the Participation and Achievement of Underrepresented Groups in Public Institutions of Higher Education. These Guidelines directed that each institutional plan describe the goals, strategies and programs, and evaluation activities for improving the participation and achievement of underrepresented groups. Further, the Guidelines outlined factors to be considered in formulating goals, specified information that should be collected on strategies and program components, and defined procedures for campus wide evaluation of progress of underrepresented students and staff. SIU's Third Annual Report (1989) conformed to these Guidelines.

In March 1990, Guidelines for Updating Annual Reports on Underrepresented Groups in Higher Education were issued by the IBHE. These Guidelines identified the information that should be reported to the IBHE each year to update institutional efforts to implement institutional plans and activities for improving the participation and achievement of underrepresented groups. Specifically, the Guidelines require that the annual report contain: "1) an overview of the major events, activities, and initiatives undertaken in the

past year to improve the representation of minority, female, and disabled students and staff; 2) results of campus wide evaluation of the progress of underrepresented groups; 3) updates to the program inventory; 4) a program enrollment table; 5) a program resource table; and 6) disabled student enrollment." The Guidelines also require the submission of reviews of formally organized support units serving minority, female, and disabled students and staff. SIU's Fourth Annual Report (1990) was prepared in accordance with these Guidelines.

This report was organized and planned by the Vice Chancellor for Academic Affairs, Dr. Howard Webb, with final coordinating responsibility transferred to Dr. Betty McDowell, Assistant to the Vice Chancellor for Academic Affairs, upon Dr. Webb's retirement on June 30, 1990. The following persons, hereafter referred to as the MWD Group, assisted in preparation of the report:

Deborah Berman, Affirmative Action Coordinator, School of Medicine.
Seymour Bryson, Assistant to the President for Affirmative Action,
SIUC.

Cheryl Farabaugh-Dorkins, Assistant to the Vice Chancellor for
Administration, Central Administration.

Sally Ferguson, Director, Institutional Research and Studies, SIUE.

Dan Gonczy, Administrative Assistant, Office of the Provost, SIUE.

Mary Lou Higginson, Associate Vice President for Academic Affairs and
Research, SIUC.

Mary Lelik, Assistant Director, Institutional Research and Studies,
SIUE.

Galen K. Pletcher, Associate Provost, SIUE.

Elizabeth Tarpey, Acting Assistant Director of Human Relations, SIUE.

Gordon White, Associate Director, Institutional Research, SIUC.

The campuses provided the information for sections III, IV, V, and VI and for the Appendices. A draft of the complete report was reviewed by the Chancellor, the Vice-Chancellors, SIUC and SIUE Presidents, and the MWD Group before this final version was given to the Chancellor for his consideration and presentation to the SIU Board of Trustees.

II. OVERALL SIU GOALS

In fall of 1988, Chancellor Pettit presented evidence of his concern for and commitment to equity and affirmative action when he established overall Southern Illinois University goals for improving the participation and success of minority, women, and disabled students in academic programs, and for the recruitment and retention of minority, women, and disabled faculty and staff. Presented below are five overall University goals identified in the Second Annual Report to the SIU Board of Trustees and a sixth goal which was added in the Third Annual Report to those presented in 1988. No new goals were added in FY 1990. Goal one was changed to be more inclusive. These goals are consistent with and are responsive to statewide goals and policies developed by the Joint Committee on Minority Student Achievement and included in the 1988 report, Our Future at Risk. They reflect also the Illinois Board of Higher Education policy objectives for the 1990's which include, as a priority, improving minority student achievement.

1. To reaffirm SIU's commitment to the full participation of minority, women, and disabled students, faculty, and staff in the academic community, thereby building a model for the diversified, integrated society we seek.
2. To improve the preparation and thus the opportunity for success in academic programs of entering minority, women, and disabled students.
3. To increase the participation of minority, women, and disabled students in academic programs where they are at present under-represented.
4. To improve the recruitment, retention, and completion rates of minority, women, and disabled students in academic programs.
5. To improve the recruitment and retention of minority, women, and disabled faculty and staff.

6. To establish throughout the University an environment sensitive to and supportive of minority, women, and disabled students, faculty, and staff.

In the identification and establishment of these goals, Chancellor Pettit exemplified his belief that the commitment within the University to further encourage and promote greater diversity in gender and in the ethnic and cultural backgrounds of students, faculty, and staff must be expressed and supported at the highest administrative levels. Central administration initiatives undertaken in support of the overall University goals during 1989 are reported in the following paragraphs.

During FY 1989, Chancellor Pettit, through an Executive Committee for Strategic Planning, directed the development of the first University-wide strategic plan for Southern Illinois University. The purpose of this plan was to position SIU for the closing decade of the twentieth century by defining themes and goals which will direct the efforts of the campuses. One significant outcome of the strategic planning process was the inclusion in the overall University plan of a broadly defined vision for encouraging diversity in students, faculty, and staff. The inclusion of this vision indicates the strength of SIU's commitment to improve the participation and success of under-represented groups within the University and exemplifies the belief of its leadership that diversity among people and among academic programs and scholarly perspectives enriches the University and the society which it serves. This broadly defined vision is intended to provide focus for University-wide efforts to improve the participation and success of minority, women, and disabled students, faculty, and staff and to provide a framework within which campus initiatives are developed and implemented.

In the context of that vision, the Chancellor hosted two University-wide Focused Executive Sessions that were intended to enhance awareness of the academic community to these critical issues. One session was devoted to Women's Issues and Concerns at Southern Illinois University, exemplifying a more visible commitment to affirmative action and to improving the climate for women within the University.

A second Focused Session was devoted to the issue of Faculty Renewal which included staffing patterns at SIU in relation to projections of anticipated faculty shortages in a number of disciplines, and strategies for increasing the number of academically talented minorities in these applicant pools.

In addition to the Focused Sessions, Chancellor Pettit addressed the Illinois Committee on Black Concerns in Higher Education concerning SIU's plan for diversity, and SIU Trustee William R. Norwood continued to serve on the legislative Joint Committee on Minority Student Access to Higher Education.

Chancellor Pettit has urged the University community to continue to consider these issues and to contribute new ideas and make new suggestions in the coming year.

III. ANNUAL OVERVIEW

The March 1990 IBHE Guidelines directed that each institution's annual report should contain an overview which describes the major events, activities, and initiatives undertaken and the new programs and program components and policies established during the past year to improve the participation and success of minority, female, and disabled students and staff. Further, the Guidelines indicate that the overview should be organized into four separate subsections: one each for minority students, female students, disabled students, and underrepresented faculty and staff. Accordingly, this information is presented first for Southern Illinois University at Carbondale, including the School of Medicine, and then for Southern Illinois University at Edwardsville.

This section also is to include a restatement of earlier established institutional goals, changes to those goals, and any new goals. A set of institutional goals and objectives for improving the participation and success of minority, female, and disabled students, faculty and staff were identified in the FY 1989 report for both SIUC, including the School of Medicine, and SIUE. These goals remain unchanged for FY 1990 and are repeated within each subsection of the campus reports so that the discussion of new and on-going activities and initiatives in support of the goals can be considered within the appropriate context.

As detailed in the Program Resource Tables which are a part of Section V of this report, Southern Illinois University has a broad array of programs and activities aimed specifically at improving the participation and success of minority, women, and disabled students, faculty, and staff. As noted in the FY 1990 Listing of Programs and Activities, Appendix A, Southern Illinois University at Carbondale, including the School of Medicine, had 43 such programs which served minority, women, and disabled students, faculty, and staff. During FY 1990, SIUC, including the School of Medicine, dedicated more than \$3.6 million in support of these programs and initiatives.

Southern Illinois University at Edwardsville had 34 programs during FY 1990 which served minority, women, and disabled students, faculty, and staff, and expended more than \$1.3 million in support of these initiatives.

Thus, it is evident that Southern Illinois University places a high priority on improving the participation and success of minority, female, and disabled students, faculty, and staff through provision of the many dedicated programs and services detailed in this report. It should be emphasized that this report does not include the other types of support systems within the University, such as the Student Work and Financial Assistance Programs, which commit a significant amount of resources to serving all students, including a large number of minority, women, and disabled. Nor does the report include the broad range of academic and academic-support areas that serve the needs of all students, faculty, and staff at SIU. These services do not target individual groups and, therefore, do not delineate the services that they provide on the bases of race, gender, or condition of disablement.

Annual Overview -- Southern Illinois University at Carbondale, including the School of Medicine

General Overview:

SIUC continues to emphasize its commitment to improving the participation and success of minority, female, and disabled students and staff through a variety of activities, events, and formally organized programs.

During FY 1990, SIUC, including the School of Medicine, had 43 programs specifically designed to improve the participation and success of minority, female, and disabled students, faculty and staff. Funds to support these initiatives come from state appropriations, federal support, private funds, and in a few cases, student fees. New funds to support these initiatives came primarily from the reallocation of existing resources. Of the several programs continued from FY 1989, those which received major resource commitments from state and federal sources totaling more than \$2.1 million during FY 1990, included the Center for Basic Skills, Head Start, the Illinois Consortium for Educational Opportunity, the Illinois Minority Graduate Incentive Program, the Minority Engineering Program, the Medical/Dental Preparatory Program at the School of Medicine, Project Achieve, and the Southern Illinois Regional Career Preparation Program. At Carbondale, six new programs to assist minority students were initiated and are discussed below under the relevant subsections. Additionally, the School of Medicine sought funding from the Illinois legislature during FY 1990 for a Minorities in Medicine program designed to assist in recruiting and retaining minority medical students. Although unfunded during the 1989-90 legislative session, efforts for passage of the bill continue. Also during FY 1990, the School of Medicine initiated the Development Advisory Council Committee on Minority Medical Student Concerns, a program designed to undertake private fund raising efforts on behalf of minority medical students and to enhance the social support network for minority medical students. Specific activities to support these initiatives are still in the planning stages.

In order to facilitate the development and expansion of programs for underrepresented groups at SIUC, President Guyon reallocated recurring funds to

the Office of the Executive Assistant to the President and to the University Women's Professional Advancement Office. The Vice President for Academic Affairs temporarily reallocated non-recurring funds to the Executive Assistant to the President. These funds were used to further develop programs and activities for underrepresented students, staff and faculty. The Office of the Executive Assistant to the President is an administrative office which does not offer services directly to students, but rather is responsible for coordination of other units which do serve students and staff directly, such as the Center for Basic Skills, the Affirmative Action Office, and the Upward Bound program. The University Women's Professional Advancement Office serves students and staff indirectly through activities aimed toward improving the participation and success of women students, faculty, and staff, improving the quality of life, and enhancing the climate for women within the University.

A task force to assist in the development, coordination, and monitoring of policies and programs for underrepresented faculty, staff, and students was named during the year. This committee, comprised of the Executive Assistant to the President, representatives from the four Vice Presidential areas, and two staff members appointed by the President will assist in reviewing and revising overall SIUC goals and directions for improving the participation and success of minority, female, and disabled students and staff.

During the past year, considerable time and effort was devoted to strengthening the University's relationship with Black alumni. Historically Black and other minorities have been involved in the leadership of the Alumni Association. Three offices are providing leadership to this effort: The Office of the Executive Assistant to the President, The Alumni Association Office, and The SIUC Foundation Office. One goal is to establish an endowment fund that will be used to provide scholarships for minority students. Events during FY 1990 directed toward involving Black alumni in the general alumni association were held in Washington D.C., Atlanta, Georgia, St. Louis, Missouri, and Chicago, Illinois. The goal of this activity is to encourage greater diversification and involvement within the existing association.

Honors bestowed during the year on President Guyon indicate recognition of SIUC's progress in efforts to improve the condition of underrepresented groups. Locally, Dr. Guyon received an expression of appreciation and support from the Women's Caucus and, statewide, from the Illinois Committee on Black Concerns in Higher Education. Both organizations recognized his support of diversity and commitment to the principles and practice of equal opportunity and Affirmative Action.

These activities and initiatives are consistent with and responsive to state-wide goals identified in the report Our Future at Risk, which include making minority achievement a priority in Illinois, providing support systems early and throughout education, promoting change in the school/campus environment for minority students, and increasing employment of minority teaching and administrative personnel.

A. MINORITY STUDENTS

Goals and Objectives for Minority Students

Improve the Preparation and thus the opportunity for success in academic programs of first-time, first-year minority students.

Improve the preparation and thus the opportunity for success in academic programs of transferring minority students.

Increase the participation of minority students in academic programs where they are presently underrepresented.

Improve the recruitment, retention, and completion rates of minority students in academic programs.

Major New Initiatives:

1. During FY 1990, the College of Business and the College of Education implemented pilot programs aimed at enhancing the academic achievement of minority undergraduate students. The College of Business Minority Retention

Program offers academic support services and tutorial assistance to minority students enrolled in accounting, management, and mathematics courses.

2. Pre-college programs offered by SIUC recognize the importance of role models in the career decision-making process and academic achievement. Therefore, program personnel are encouraged to employ and involve minority teachers and other professionals in their activities. During the past year, the College of Education, with support from other campus units, initiated a Minority Retention Recruitment Program. The program sponsors workshops and activities which address the educational and social needs of minority students. Major goals of the program are to increase the number of minority undergraduate students enrolled in teacher training programs and to increase graduation rates of enrolled students. A minority staff member in the College of Education was assigned the task of designing and developing the program.

Among the program activities initiated during the year were:

- a. A workshop entitled, "The Disappearing Black Teacher", co-sponsored with the Black American Studies Program;
- b. Student volunteers participated in community service activities;
- c. An academic support program for students on academic probation.

Areas discussed included study skills, time management skills and tutorial assistance. The College of Education also worked with personnel at Shawnee Community College to develop a grant proposal to train twelve undergraduate minority students in special education. The Dean of the College of Education, Dr. Donald Beggs, and Associate Dean, Dr. Nancy Quisenberry, met with school superintendents, regional superintendents, and Deans of Instruction at community colleges to present and discuss their recruitment plan. During FY 1990, \$20,000 was dedicated to the program, and 186 minority students were served.

3. The Emerging Leaders Program was developed during FY 1990 by the Office of Student Development at SIUC to assist minority students to develop as

student leaders and scholars. The program includes experiences designed to enhance student knowledge of leadership theories, leadership styles, and communication techniques.

4. The Black Togetherness Organization plans and coordinates social, recreational, educational, and cultural programs and activities for African American students residing at Brush Towers and University Park, two large residential areas at SIUC. \$11,700 were expended in FY 1990. The program served more than 600 minority students during the year.

5. SIUC recognizes that commitment to improving minority student achievement involves providing support programs for elementary and secondary students. In addition to improving the capability of existing programs, (i.e. Head Start, Upward Bound, Regional Career Preparation Program, Minority Engineering Summer Bridge Program, and the Minority High School Research Apprentice Program), within the past year, one other similar program was initiated, the Future Scholars Program.

In the Resource Allocation and Management Program (RAMP) funding requests for FY 1989, SIUC sought new money through an expanded/improved program request, Advancing Minority Participation. Through funds received during FY 1990, the Future Scholars Program was initiated. This program is designed to help students develop skills and abilities necessary for success in post-secondary education and to provide actual experience in a college setting. The Future Scholars program provides a one-month residential experience for twenty minority students in the eleventh and twelfth grades and twenty entering freshman. With the initiation of this program, SIUC now provides programs for minority students from pre-kindergarten to the freshman year of college.

6. In order to enhance the University's ability to attract and recruit talented minority students from historically black colleges, arrangements were made to have representatives from eight historically black colleges and universities visit the SIU campus during the 1990 spring semester. The University assumed expenses for a two-day visit and representatives from Grambling University, Clark Atlanta University, University of Arkansas-Pine Bluff, Kentucky State, Xavier University in New Orleans, Claflin University in

Orangeburg, S.C. and Tougaloo College in Mississippi attended. The University is attempting to initiate a partnership agreement with these schools. The arrangement would help facilitate exchange of faculty between institutions and cooperative research projects and activities. Following the campus visit, all parties agreed to continue to explore future working relationships.

7. The School of Medicine-Carbondale co-sponsored two programs with the University Affirmative Action Office. The programs, offered by the National University Teleconference Network were "Minority Recruitment and Retention in Higher Education" and "The State of Black Health Care: Where We Are Heading as We Approach the Year 2000."

Other Events and Activities Focused on Minority Students:

During FY 1990, SIUC and the School of Medicine had 22 on-going programs continued from FY 1989 to assist minority students. Significant activities included:

1. SIUC was one of five universities asked to participate in a research program conducted by the University of Michigan to determine why certain universities are successful in attracting and enrolling Black students. Dr. Walter Allen, the major researcher on the project, explained in a letter to Dr. Bryson why SIUC was selected: "Southern Illinois has long been recognized as a leading institution in the matriculation of African-American students. We are concerned that SIUC has much to share with other Universities on this matter. So the rationale for our support of SIU is obvious; your institution represents a model which many other schools could learn from."

Other universities selected for the project were Northwestern, Lewis College, Eastern Michigan, and Oberlin. The research team spent several days on the SIUC campus interviewing students, faculty, staff and administrators. A comprehensive questionnaire was administered to a select group of administrators and students. The results of the investigation when they are made available will be used in future planning and program development.

2. The Office of the Executive Assistant to the President and the Office of the Vice President for Academic Affairs arranged for a two-day campus visit by Dr. Madeleine F. Green, editor of Minorities on Campus, A Handbook for Enhancing Diversity, published by the American Council on Education. Copies of the handbook were provided to each of the academic deans and other senior administrators. New efforts were also made to provide students and staff with diverse points of view. Outstanding black alumni were invited to campus to make presentations for students and staff. The black alumni group included Dr. Carl Anderson, Vice President of Student Affairs, Howard University; Judge Julius Johnson, Administrative Law Judge, Washington D.C.; Mrs. Arnette Hubbard, Commissioner, Board of Election Commissioners, Chicago, Illinois; and Dr. Milton Morris, Director of Research for the Joint Center for Political Studies, Washington D.C. Additionally, two black alumni, Hubbard, mentioned above, and Tommy J. Harris, Vice President of Finance for the Time Warren Cable Group, Stafford, Connecticut, were invited to present the Commencement Address for the College of Liberal Arts and College of Business, respectively.

3. The School of Medicine Medical/Dental Preparatory Program (MED-PREP) has as its goal to assist minority and other students from educationally disadvantaged backgrounds to enter and succeed in medical and dental education programs. Typical activities include pre-professional counseling concerning course selection, provision of developmental courses, tutoring, interviewing skills, and preparation of professional applications. In addition, recruiters from other health professions schools visit MEDPREP and provide intensive reviews of MEDPREP student application credentials. The program served 72 minority students during FY 1990, with \$390,968 expended.

4. The Prematriculation Program at the School of Medicine assists in the retention of minority and educationally disadvantaged students. Students in the program are involved in an eight-week course providing experiences related to the freshman medical curriculum. Students are given early exposure to medical school content by the medical school faculty. In addition, a recognized study skills expert provides study skills training directly related to medical studies to all enrolled. \$66,360 were expended during FY 1990 to provide staff salaries, training for students, and supplies.

5. Within the Office of Student and Alumni Affairs at the School of Medicine, there are a number of activities targeted toward minority students: The part-time Assistant Dean of Students/Minority Affairs and Counseling provides counseling and advocacy for minority students; a full-time counselor counsels minority students and assists in minority student recruitment; support is provided for the Student National Medical Association, an organization for minority medical students; during Black Awareness Week, minority students on both the Springfield and Carbondale campuses held special events; the annual minority student Lunch with the Dean provides a forum for minority students to address their concerns; special financial aid orientations sessions are provided for minority students participating in the prematriculation program. The program served 120 students during FY 1990, 35 of whom were minority students. \$60,042 were dedicated to the program during the year.

6. The School of Medicine continues to participate in the Summer Youth Employment Program (SYEP), sponsored by the Springfield Urban League. Each summer six to twelve minority and/or economically disadvantaged youth are placed in worksites throughout the School for the purpose of developing good work habits, acquiring new skills, and learning the realistic expectations of the working world. Over the past several years, this participation has resulted in several full- or part-time positions within the School of Medicine for SYEP participants.

7. The Office of the Associate Dean for Research at the School of Medicine administers a Minority High School Student Research Apprentice Program, funded by grants from the National Institutes of Health and by supplemental funding provided by the Dean and Provost. The purpose of this program is to stimulate among minority high school students an interest in pursuing careers in biomedical research and the health professions. Students work with assigned investigators for an eight week period during the summer. \$15,750 were expended for the program during FY 1990. Six minority students were involved in the sessions.

B. WOMEN STUDENTS

Goals and Objectives for Women Students

Increase the participation of women students in academic programs where they are presently underrepresented.

Improve the recruitment, retention and completion rates of women students in academic programs.

Major New Initiatives:

1. New initiatives for female students during FY 1990 included the development of a task force of women scientists. The group developed and submitted a proposal to the National Science Foundation. The project, called SIUC-Community College Women and Science Model Project, is designed to make women in Southern Illinois aware of career opportunities in Science through seminars, laboratory experiments, lectures and field experiences. Future plans include the development of a videotape discussing career opportunities for women in scientific fields, and a career day for high school students, to be held in October. The career day will also include women in science and engineering.

2. The School of Law sponsored a symposium on gender bias in legal education. The purpose of the activity was to increase awareness among law students and faculty members regarding gender bias in legal education and ways to eliminate such bias. Four nationally recognized female legal scholars presented papers and participated in panel discussions. Approximately two-hundred individuals attended all or part of the day-long presentation.

3. The University Women's Professional Advancement Office attempts to identify and respond to critical women's issues. Among the significant achievements of this office during the year were the initiation of an evening child care program and a review of the University's equity program. Based on the findings of the review, the Faculty Equity Program has been restructured

to give greater consideration to members of underrepresented groups, particularly women faculty members employed in the Library.

4. A project offered by the University for several years, but not included in previous reports is the Women's Night Safety Transit Program administered by the Office of Vice President for Student Affairs. The program, which is supported by student fees, provides transportation to and from campus to female students attending classes or other educational activities in the evening. Women may secure rides either from their off-campus residence to campus or from campus to their off-campus residence. The service is offered Sunday through Friday until 12:00 midnight. During the period June 1989 to May 1990, a total of 8,740 rides were furnished by the Women's Transit Program.

C. DISABLED STUDENTS

Goals and Objectives for Disabled Students

Increase the participation of disabled students in academic programs where they are presently underrepresented.

Improve the recruitment, retention, and completion rates of disabled students in academic programs.

Major New Initiatives:

1. During FY 1990, a task force chaired by the director of the Disabled Student Services investigated problems of disabled students, faculty and staff and assessed SIUC's ability to respond to the unique needs and concerns of the disabled population. The task force held a series of individual meetings with disabled faculty and students and several open meetings with faculty and staff to discuss their concerns. The report is expected to be completed during the fall 1990 semester.

2. The Disabled Student Services Office assisted in or initiated the following activities:

- a. Facilitated the installation of a safe pedestrian crossing at the Grand Avenue Railroad Tracks.
- b. Conducted a peer support group for students with disabilities and coordinated disability sessions for:
 - SIUC security office
 - New Student Admissions Office
 - Interns in the Counseling Center
 - Residential Life Staff
 - Several community groups including elementary and high school personnel.
- c. The office also co-sponsored sign language instruction. During the year, the office served approximately 325 students and 49 faculty and staff members.
- d. Other Disabled Student Services achievements included:
 - Coordination of 1,872 hours of interpreting services
 - Coordination of tutorial services for 25 students providing 345 hours of reading for students using recorded material, and proctoring 1,277 exams for students requiring test services.

3. Renovation of Thompson Point residence halls was completed. The renovation allows disabled students to become more independent by providing greater accessibility within the living quarters.

4. The Handicapped Van Service operated by Service Enterprises provided van services to 39 students during the year. The service transported wheelchair students to classes, the library, stores, and special functions. Transportation is also provided to the Amtrak station and the two local airports in Carbondale and Marion. During the past year, services were expanded to include evening hours. Since March 1990, when evening services were added, 94 students made use of the expanded evening services.

5. The Disabled Recreational Program began several new initiatives during FY 1990. The program planned and hosted the Rolling Saluki Basketball Tournament. Also, a new program, Assessing Equal Recreational Opportunities (AERO) was initiated. The purpose of this program is to encourage individuals, despite possible limitations, to pursue recreational activities.

For FY 1990, SIUC had 9 on-going programs that served disabled students and staff. Five of those were dedicated to assisting disabled students; the other four also served others.

D. UNDERREPRESENTED FACULTY & STAFF

Goals and Objectives for Underrepresented Faculty and Staff

Improve the recruitment and retention of minority faculty and staff.

Improve recruitment and retention of women faculty and staff.

Improve the recruitment and retention of disabled faculty and staff.

Significant Events and Activities Focused on Underrepresented Faculty and Staff:

1. President Guyon reallocated funds to the Office of The Executive Assistant to the President to assist in the efforts to recruit and retain female and minority faculty and staff. Funds reallocated to the office were used to help academic units hire female faculty members in underrepresented areas including Electrical Engineering and Finance. Funds were also used to help retain an Asian faculty member being recruited by other universities and to support the research efforts of female faculty members in the Colleges of Liberal Arts, Education, and Communications and Fine Arts.

2. SIUC's efforts to diversify its faculty and staff continue. In the past two calendar years, 57% of all hires were female. Thirteen percent of all hires within the past calendar year were minority, an increase of 4% over the previous year.

3. In the past calendar year, SIUC minority and female faculty hires increased. In 1988, 20 minority faculty were hired, which was 10% of all 1988 faculty hires. In 1989, 34 or 15% of the 225 faculty hires were minority.

A review of tenure track faculty hires revealed the following: In 1988, 24, (43% percent) of all tenure track faculty hires were female. In 1989, the figure decreased; 20 of the 58 tenure track hires were female. The percentage of minority tenure track faculty hires increased from 12% (7 of 56) in 1988 to 16% (9 of 58) in 1989. Most minority hires have been Asian males. Efforts will continue to hire more Black and Hispanic faculty and staff.

4. Ongoing responsibility at the School of Medicine for improving the recruitment and retention of minority faculty and staff resides within the Personnel Department and the part-time position of Affirmative Action Coordinator in the Office of the Dean and Provost. During the past year, efforts have been intensified to recruit qualified minorities to Civil Service positions; units have been encouraged to make affirmative minority hires whenever possible.

Annual Overview -- Southern Illinois University at Edwardsville

General Overview:

During FY 1990, SIUE funded 34 programs designed to serve the needs of minority, female, and disabled students, faculty, and staff. Of those programs, 26 were continued from FY 1989 and 7 were new. Three of the new initiatives principally serve minority, female, and disabled students, faculty, and staff on the Edwardsville campus and are discussed below under the relevant subsections. Five of the new FY 1990 programs provide services at the East St. Louis Center to at-risk elementary and secondary students and to parents and others and respond to the critical need identified in the April 1988 Report of the Joint Committee on Minority Student Achievement, Our Future at Risk, to provide support services early and throughout education and to expand the role of all sectors of education in this process.

A. MINORITY STUDENTS

Goals and Objectives for Minority Students:

Improve the preparation and thus the opportunity for success in academic programs of first-time, first-year minority students.

Improve the preparation and thus the opportunity for success in academic programs of transferring minority students.

Increase the participation of minority students in academic programs where they are presently underrepresented.

Improve the recruitment, retention, and completion rates of minority students in academic programs.

Major New Initiatives:

1. In FY 1990, SIUE established the Office of Human Relations, charged with the responsibility of implementing the institution's Affirmative Action Plan and of enhancing the campus climate with respect to cultural diversity and participation of minorities. A Black male psychologist from the University of Wisconsin/Madison began service as Director of Human Relations on July 1, 1990. The Director's responsibilities, in part, are to address affirmative action/equal opportunity issues, provide recommendations for the successful recruitment and retention of students, faculty, and staff, assist in the implementation of faculty and staff development activities, and emphasize increased humanization of the teaching and learning environment.

2. For FY 1991, SIUE has established a Minority Scholarship Program funded at \$80,000, through which it seeks to achieve diversity and excellence by supporting promising students interested in engineering, the physical and biological sciences, nursing, business, and teacher education--areas in which minority enrollments have traditionally been low. Fifty students were awarded scholarships during FY 1990. Approximately 130 students have reached the final stages of being awarded these scholarships for fall 1990.

3. A major initiative to begin in FY 1991 was announced by President Lazerson in January 1990, and involves the allocation of an additional \$250,000 annually to enhance the recruitment and retention of minority faculty and students. During AY 1990-91, the Office of the Provost and Vice President for Academic Affairs will consider strategies for the use of the new money in service of increasing academic success of minority students and the representation of minority faculty.

Among suggestions to be considered are the following, contained in a recent report of an Ad Hoc Committee on Recruitment and Retention of Minority Faculty and Students:

- Expansion of current college awareness activities at SIUE with a focus on junior high and high school minority students.

- A bridge program to attract minority students to SIUE and to facilitate their transition from high school to college by means of such features as a five-week summer residential program.
- Allocation of about \$150,000 of the \$250,000 for the hiring of minority faculty. A department would be able to use a portion of this sum for salaries for no more than three years for any position, after which the department must come up with the salary money on its own.
- Creation or augmentation of support services:
 - mentoring programs
 - aiding minority students to find meaningful work experiences while in college
 - new student work positions
 - establishment of a service corps to provide assistance in the completion of financial aid forms
 - additional minority scholarships
 - workshops to assist faculty development of skills for teaching and working with minority students

Other Events and Activities Focused on Minority Students:

1. A new director of student recruitment was appointed during this year to help strengthen networks of contacts with prospective students, as well as to carry out the usual supervision of staff, counselors, and advisers. The new director is a Black graduate of SIUE, who has recently attended a summer institute on management, admissions, recruitment and enrollment at Harvard University.

2. Through an aggressive recruiting program, the School of Dental Medicine enrolled 4 new black students and 4 new Hispanic students in fall 1989. SDM has mechanisms now in place that will enable it to continue effective recruitment outreach to currently underrepresented groups.

3. Through the Educational Enrichment Program, area high school students who have never been on a college campus are invited to the University by staff in the recruitment office for participation in a variety of educational activities. Transportation is provided by the University if necessary. Students (and their parents, who are encouraged to participate) meet with faculty, staff, and students, hear presentations about the academic realities of attending a university, and tour academic, housing and recreational facilities. Twenty-two information sessions were conducted during the past year.

4. The Minority Engineering Program continues to pursue means to increase recruitment efforts and establish effective retention strategies for minorities and women undergraduate students in the School of Engineering.

5. The 1990 Commencement Symposium focused the attention of the campus community on the theme of "Achieving Educational Parity by 2000: Strategies That Work." The morning session included presentations by Uri Treisman, of the University of California at Berkeley, who devised a system of honors calculus sections that have resulted in improved success by Blacks in the study of calculus, Jacqueline McCaffrey, of the University of Texas at Austin, who has implemented a similar program on her campus following Treisman's model, and Roslyn Sykes of SIUE, who has for four years directed the federally-funded Project GAIN (Get Ahead in Nursing), which assists economically and academically disadvantaged students in Nursing. Dr. Treisman and Ms. McCaffrey also were on campus all of the preceding day, making presentations to campus groups and area education professionals.

In the afternoon symposium, John Jacob, President and Chief Executive Officer of the National Urban League, spoke on "Achieving Educational Parity," outlining among other things the education projects now under way through the Urban League. Respondents to his talk included Dr. Treisman and Ms. McCaffrey, as well as Dr. David VanWinkle, Superintendent of the Alton School District, and Dean Donald Beggs of the SIUC College of Education.

6. In the Resource Allocation and Management Program (RAMP) funding requests for FY 1992, SIUE is seeking another \$245,000 in new money for expanded minority incentives programs. Activities that would be begun and maintained if funding were granted include: A Summer Science Awareness Bridge Program for high school students from East St. Louis, providing them opportunities to explore scientific, engineering and mathematical concepts through specially designed laboratory activities on the SIUE campus; a Pre-College Program for Academically Talented High School Juniors, providing an intensive six weeks of academic course work and enrichment activities during the summer, as well as Saturday workshops during the regular year; and a College Awareness Program for 7th, 8th, and 9th graders in East St. Louis District #189, Alton Community Unit No. 11, and the St. Louis Public Schools, designed to motivate students to pursue careers in science and to guide them through the high school curriculum requisite to college work in science.

7. "Encouraging Minority Participation in Graduate Study in Science" is a continuing program partially funded by the federal government to identify and recruit talented undergraduate science students who demonstrate financial need and encourage them--through special seminars, summer workshops, mentoring relationships with senior faculty, and direct involvement in advanced research--to pursue graduate study in the sciences. The eight students served this year were Black (6) and Hispanic (2).

8. SIUE has once again received a grant of \$100,000 from the Illinois Board of Higher Education--Title II, for work with teachers in the East St. Louis and Lovejoy School Districts. Entitled "Improving Math and Science Instruction of Black Middle School Children Via Teacher In-Service Training," the project includes among its objectives: to update and deepen mathematics and science content knowledge of teachers; to increase participants' repertoire of experiments and to develop instructional materials; to develop participants' computer skills in problem-solving applications; and to acquaint participants with techniques to motivate minority students and with factors that discourage their participation in math and science.

9. SIUE has once again received a grant for \$200,500 from the National Science Foundation for "Improving Mathematics and Science Instruction

of Black Students in Junior High School," a program that provides a six-week summer workshop and academic year follow-up for 24 science and 28 mathematics teachers of minority students. The seminars and courses confer academic credit, and concern the upgrading of knowledge and skills, the improvement of instruction, and the problems that affect the performance of black students in science and math. During the subsequent academic year there are regular follow-up visits to participating schools and monthly meetings of participants.

10. The Minority Program for Excellence in Science offered a six-week Summer program for area junior high and high school students in which they received instruction in mathematics, science, language arts, and reading. Tutorial and counseling services were provided. Students were taken on a number of field trips, including a visit to the SIUE science laboratories and other facilities.

11. The University continues to seek ways to serve the citizens of East St. Louis more fully:

- A new ophthalmology clinic, staffed by faculty and students from the University of Missouri-St. Louis, currently awaits only the release of funds for renovation.
- The dental clinic, staffed by faculty and staff from the SIU School of Dental Medicine, was significantly expanded during the current year.
- The Head Start Program at the East St. Louis Center arranged a class for Head Start staff titled "Working With Parents" through the SIUE Department of Sociology and Social Work. The credit course was offered in spring term 1990 and enrolled 60 students. The students were the family workers and other personnel associated with the Head Start Program and were recruited for the course in order to assist them in involving parents of the children whom they serve in the activities of Head Start. In response to an enthusiastic interest in this course, a second

class, covering a different topic, is being considered for these same students sometime during the coming year.

12. The Student Leadership Development Program sponsors two "modules" per week during each of the three regular quarters on a wide variety of topics, many of them of direct relevance to the interests of minorities and women. Members of minorities presented the following modules: "Cross-Cultural Awareness," "Role Models and Risk Takers," "Effective Communication," "Community Service Opportunities and Responsibilities," "Leadership Challenges for Minorities," "Personal Motivation," and "The Leader as an Effective Interviewer."

13. The Office of Career Planning and Placement established a Career Library with separate sections for minorities, women, and disabled students. It works closely with the Black Student Association Adviser and other advisers of student organizations to meet the requests of employers seeking to hire SIUE minority and women graduates.

14. During FY 1990, the Office of Instructional Services offered 242 sections of developmental courses in reading, writing, mathematics, chemistry, study skills, and career planning to academically high risk students. This group included minorities, women, and older non-traditional adults. Total enrollment was 3,953 (including Educard students).

15. Two minority students in the School of Business won national awards. A Black female senior accounting major won a National Association of Black Accountants Scholarship, and a Black male MBA student won a Patricia Harris-Roberts Scholarship.

16. Project GAIN, a federally- and University-funded on-going project in the School of Nursing for the recruitment and retention of minorities and academically or economically disadvantaged students, promoted recruitment of disadvantaged high school students and provided "bridging" for transition of students into the University and the School of Nursing. It sponsored two workshops to help increase sensitivity among School of Nursing faculty and staff to the special needs of minorities and women. Some of its regular services include the provision of scholarships, tutoring services, formal and

informal mentoring activities, support groups, pre-admission counseling, empowerment courses, computer-assisted instruction, and a synthesis course to help students prepare for the State licensure examination.

B. WOMEN STUDENTS

Goals and Objectives for Women Students:

Increase the participation of women students in academic programs where they are presently underrepresented.

Improve the recruitment, retention, and completion rates of women students in academic programs.

Significant Events and Activities Focused on Women Students:

1. Part of the effort of SIUE in behalf of women centered on the preparation of a New Program Request for a Women's Center and an enhanced Women's Studies program. The proposal included funding requests to support the following: creation and maintenance of an academically demanding set of Women's Studies courses to be given in several disciplines; and an Office of Women's Studies and Services where women could come for information, social exchange, and support. The proposal was accepted by internal constituency groups, but was not recommended highly enough by the SIUE University Planning and Budget Council to be included in the Resource Allocation Management Program document for FY 1992. SIUE will continue to pursue opportunities to offer needed services to women students, who currently form about 56% of the student body.

2. The annual Women's Awareness Week focused in 1990 on the theme of creating change throughout the world. Program sessions included the study of women in other countries as well as presentations related to "differences in oppression between Black and white American women."

3. The Student Leadership Development Program also sponsors programs of interest to minorities and women. Modules that were presented by women included the following: "Leadership Challenges for Women," "Conflict

Resolution: Negotiating Differences," "Cross-Cultural Awareness," "Leadership Characteristics," "Managing Stress," and "Leadership Challenges for Women."

4. Nineteen faculty and staff of the Women's Studies program were able to participate in regional and national conferences dealing with Women's Studies. In two instances, the Women's Studies faculty were featured speakers or panelists.

5. The undergraduate Women's Studies program sponsored thirteen programs in FY 1990 which attracted 319 individuals. Included were lectures on "Women in the Civil Rights Movement," "Latino Women on the Line in the Arizona Mine Strike," and "Differences in Oppression of Black and White Women." Of the seven featured speakers for the series, four were white women and three were Black.

C. DISABLED STUDENTS

Goals and Objectives for Disabled Students:

Increase the participation of disabled students in academic programs where they are presently underrepresented.

Improve the recruitment, retention, and completion rates of disabled students in academic programs.

Significant Events and Activities Focused on Disabled Students:

1. The Vice President for Administration continued to focus on the issue of ease of access on the part of disabled persons to campus facilities. After considerable study of alternatives, access to rest rooms in the Peck Classroom Building was improved by simply keeping the outside doors open at all times. Because of the sharp turns necessitated by modesty walls, some persons had experienced difficulty in entering the bathroom while holding the door open.

2. A second elevator is being constructed in the Peck Classroom Building to improve access to the upper floors and the basement.

3. During this past year, accomplishments of the Disabled Services Office (under the Assistant Vice President for Admissions and Retention), in addition to its regular, on-going counseling and service responsibilities, include the following:

- Receipt of a grant for \$32,000 from the Illinois Board of Higher Education for "Disabled Student Transitional Orientation Program," a program to help dyslexic high school students who are interested in attending college.
- Establishment of a student referral networking relationship with Edwardsville, Triad, and Highland Schools, as well as Lewis and Clark Community College and State Community College.
- Development of a new brochure emphasizing the services provided for the disabled students attending SIUE.
- Purchase of two Kurzweil Personal Readers via the SIUE Excellence in Undergraduate Education Fund. The readers have contributed considerably to the improvement of the academic progress of the visually impaired and learning disabled students attending SIUE.
- Funding from the University in the amount of \$54,000 for five R-3 accessibility improvement projects. These funds are being used to improve physical access for the disabled campus-wide.
- Receipt of a grant for \$19,950 from the Illinois Department of Rehabilitation Services for the Direction Services Project at the East St. Louis Center. The project provides assistance to and serves as an advocate for disabled individuals (children and adults) and families who live in St. Clair County.

D. UNDERREPRESENTED FACULTY & STAFF

Goals and Objectives for Underrepresented Staff:

Improve the recruitment and retention of minority faculty and staff.

Improve the recruitment and retention of women faculty and staff.

Improve the recruitment and retention of disabled faculty and staff.

Major New Initiatives:

1. In FY 1990 the Provost implemented procedures to monitor closely all faculty searches to identify, recruit, interview, and attract to SIUE increased numbers of minority faculty. Every advertisement for a faculty position must now be accompanied by a plan detailing the steps to be taken to identify and recruit minority candidates. When the search committee is ready to bring candidates to campus for interviews, the Provost meets with the chair and dean to review the pool of candidates for racial diversity. If the pool is not racially diverse, the search is aborted unless the unit can demonstrate extraordinarily aggressive efforts to locate minority candidates. At the conclusion of the campus interviews, the Provost again meets with chair and dean to decide if an offer should be extended. If a minority candidate is available, this meeting focuses on how to insure that the candidate will accept the department's offer.

The procedures have been successful in alerting departments to the need to aggressively seek minority candidates in their hiring procedures. SIUE will have four more Black faculty in tenure track positions in fall 1990 than it had in fall 1989. This is a 25.0% increase.

IV. CAMPUS-WIDE EVALUATION

Evaluation Methodology

This section reports results of campus-wide efforts to evaluate progress in improving the participation and success of minority, female, and disabled students, faculty, and staff. Evaluations were conducted according to the IBHE Guidelines in response to the following questions:

1. What has been the enrollment of students from underrepresented groups?
2. What has been the academic success of students from underrepresented groups?
3. How successful have students from underrepresented groups been in completing their education?
4. What has been the educational and career placement experience of graduates from underrepresented groups?
5. How successful is the institution in employing members of underrepresented groups?
6. What leadership and promotional opportunities exist for members of underrepresented groups?

Results of evaluations will be used to assess the need for revision in institutional plans, goals, and policies, and where appropriate, to enhance and strengthen programs and activities which support minority, female, and disabled students faculty and staff.

Campus-Wide Evaluation -- Southern Illinois University at Carbondale

In compliance with the Board of Higher Education's directives on reporting the progress of the campus in achieving goals to improve the educational experience for underrepresented groups, Southern Illinois University at Carbondale has prepared the following analysis. The questions raised in IBHE's Guidelines (Attachment A) are explored below.

1. What has been the enrollment from underrepresented groups?

Two tables provide data in answer to this question. Table 1.A examines the headcount enrollment of SIUC students from fall 1986 through fall 1989, by academic unit and class level, for each racial/ethnic and gender group. Table 1.B focuses only upon new students at SIUC and their admission status.

In the last four years, undergraduate student groups of all racial/ethnic backgrounds except the non-resident alien (foreign) student group experienced an increase in enrollment. From 1986 to 1989, SIUC reported a decrease (-18.7%) in the enrollment of foreign students. There was a 3% increase in the enrollment of Black American undergraduates, a 38% increase for Native American undergraduates, a 12% increase for Asian Americans, a 13% increase for Hispanic Americans, and a 9% increase for White, Non-Hispanic American undergraduates. Although Black students comprise the majority of SIUC minority students, their rate of enrollment increase is lower than all other groups. Recruitment efforts are being directed toward this population.

Over the same four year period, enrollment of disabled persons at the undergraduate student level increased 61% (from 274 to 441). All reported increases in the enrollment of disabled students are partially the result of a change in reporting procedures. During the same period, the female undergraduate population at SIUC increased 15%, from 6,887 to 7,931.

At the graduate level, the gender gap disappears. While the total graduate population has decreased 7% (from 4,206 to 3,897) in the past four years, the distribution by gender has remained balanced. Enrollment of dis-

abled graduate students has increased dramatically (525%) from 8 in 1986 to 50 in 1989. Again, the improvement in reporting practices may be responsible for much of the increase in disabled graduate student enrollment reported here.

While foreign students comprised only 4.6% of all SIUC undergraduates in 1989, these students made up 19% of the graduate student population. In contrast, nearly 10% of the undergraduates at SIUC were Black Americans but only 6.5% of the SIUC graduates were Black Americans. It should also be noted that the Black graduate population has increased 15% since 1986. Students of Native American, Asian American, and Hispanic American origin comprised less than 2% of either the undergraduate or graduate student populations in 1989. Both the Asian and Hispanic American graduate student populations have increased steadily over the past four years.

Enrollment of minority, female, and disabled student groups varies by discipline. For example, in fall 1989, the enrollment of disabled undergraduate students was largest in the Colleges of Liberal Arts (54), Technical Careers-Associate degree programs (53), and Education (48). The largest enrollment increases of minority students from 1986 to 1989 were in Liberal Arts (up 98%) and Agriculture (63% increase, from 24 to 39). Again, the change in Liberal Arts enrollment is probably a function of unit restructuring more than minority recruiting efforts. An important finding from these data is that minority enrollment in Education increased nearly 27% over the period, from 290 in 1986 to 367 in 1989. Minority enrollment in Business has remained stable, although national studies have reported increases here. There was no change over the four years in the enrollment of minority students in Undergraduate Academic Services. This can be interpreted positively, in that the same number of minority students is gaining admission under regular academic standards or are declaring majors upon matriculation. Among students attending graduate school at SIUC, the disciplines most likely to attract minority students were Education (118 in 1989) and Liberal Arts (72 in 1989). A large percentage of minority graduate students were unclassified (28% or 110).

While minority enrollment in Law increased 41% from 1986 to 1989, it decreased 28% in Medicine over the same period. Female enrollment in Medicine increased slightly over the four year period.

An early indicator of the quality of students entering SIUC is their admission status. SIUC admits students provisionally into academic support programs in order to provide economically, socially, and educationally disadvantaged students the opportunity to pursue a college education. Table 1.B examines admission status.

In general, transfer students are not admitted provisionally. For example, in fall 1989, less than 1% of the new transfer students were provisional admissions. Although the number of freshmen special admits is higher than for transfers, this group decreased over the past four years. In fall 1986, 16.2% (518) of all first-time freshmen were admitted provisionally. By fall 1989, 15.2% (485) were provisional admits.

A higher percentage of the freshmen provisional admissions were female than male (54% in 1989). Six percent of all provisionally admitted freshmen in fall 1989 were disabled. Of the 485 freshmen in this group in fall 1989, 166 (34%) were of minority origin.

2. What has been the academic success of students from underrepresented groups?

Three tables convey information about the academic performance of SIUC students. Table 2.A presents the mean GPA of students (based upon a 4-point scale) and Table 2.B displays the percentage of students in good standing (GPA = 2.0 and students not suspended or on academic probation). GPAs of 0.0 indicate that data for the group were unavailable, as do entries of N/A in the cells of the table examining good standing. Since the School of Medicine does not calculate GPAs for students, Table 2.C examines other measures which indicate the academic performance of these students.

The University totals for both undergraduates and graduates indicate that females have a higher mean GPA than do males. This pattern has remained constant over the past four fall semesters. Disabled students earned a lower mean GPA than the total SIUC undergraduate or graduate population.

The highest average GPA earned by undergraduates was reported for non-resident alien females while the lowest GPAs were reported for Black American males and females. These patterns held steady over the four year period. While the mean GPA for Black women remained the same, the mean GPA for Black males decreased slightly over the period (from 2.28 to 2.15). Among graduate students, the highest mean GPAs were earned by Native Americans, Caucasian Americans, and foreign students. It should be noted that the Native American student population is small, so each individual GPA had a greater effect upon the average than among other groups.

The data on students in good standing reveal an upward trend; that is, a higher percentage of undergraduate students in 1989 as compared to 1986 achieved good standing (see University totals in Table 2.B). A lower percentage of Black American students are in good standing, but this percent increased from 1986 to 1989 (up 1% for Black males and up 5% for Black females). A lower percentage of disabled students achieved the status of academic good standing than all students. Among foreign, disabled, and White, Non-Hispanic 1989 undergraduate students, females were more likely to be in good standing than males. The reverse was true for the four minority groups in fall 1989.

By discipline, undergraduate students in Undergraduate Academic Services were less likely to be in good standing than any other discipline. It should be remembered that UAS is also the academic home of provisionally admitted freshmen, whose GPAs are often lower than average. Conversely, undergraduates in the Colleges of Education and Technical Careers (Baccalaureate programs) were most likely to be in good standing.

As Table 2.C shows, female Medical students were prone to academic success. In 1988 and 1990, well over half of all the graduating females had earned institutional honors. For all five years examined, women were members of the Honor Society. In every year but 1987, over two-thirds of the female medical students had earned honors for at least one Junior Year Clerkship.

3. How successful have students from underrepresented groups been in completing their education?

Completion data was collected from two sources: from degree completion data submitted to IBHE staff in the Fall Enrollment Survey and from retention data also prepared for IBHE staff. Neither of these sources contains information on completion by disabled students. Separate retention information is included in Table 3.C for SIU medical students.

Table 3.A shows that the number of undergraduate degrees granted to women rose 5% from 1,588 in fiscal year 1986 to 1,671 in 1989. The number of men earning undergraduate degrees, either associate or baccalaureate, increased 1% over the same period. The number of undergraduate degrees in Science granted to female students fell 8% over the past four years, and only 17 such degrees were granted to United States citizens of a minority background. However, the number of Engineering degrees granted to undergraduate females increased 13% over the past four years. There was also an increase in Education baccalaureates conferred upon SIUC female students.

SIUC granted 20% more undergraduate degrees to Black males in 1989 than in 1986, and 22% more to Black females. Of special note is the 58% increase in Engineering degrees granted to Black males. The College of Engineering has provided support to minority students for several years and it appears that this effort has proven successful. Also, it is encouraging to observe an increase in the number of both Black males and females earning baccalaureate degrees in Education.

Undergraduate degrees awarded to Asian American males tend to be concentrated in the disciplines of Engineering (24 in 1989), Technical Careers-4 year programs (21 in 1989), and Business (8 in 1989). These three disciplines accounted for over 80% of all the undergraduate degrees earned by Asian males. Similarly, 50% of all the degrees earned by Asian American female students were conferred by the Colleges of Business and Education in 1989.

Graduation rates are the final measure of educational progress, but not the only measure. By examining retention rates early in students' college careers it is possible to predict their progress toward a degree. Most students who drop out of college do so prior to their sophomore year. Retention data compiled for eight first-time freshman cohort groups entering SIUC between

1981 and 1987 present second-year retention rates (those still enrolled in year 2). See Table 3.B for this information. Note that only baccalaureate degrees were included in the graduations reported in Table 3.B. SIUC's associate degree programs typically report higher graduation rates.

A 69.5% second-year retention rate was reported for 1980 freshmen, while this rate rose slightly to 70.1% in 1987. The rates varied by race and gender. There was a dramatic increase in the retention rate for Black males during the decade of the 1980s, with 56.4% of Black males continuing into their sophomore year in 1980 and 64.3% continuing in 1987. This increase will eventually materialize in an increased graduation rate. The second-year retention rate remained steady for Black American females (65%).

Second-year retention rates for the Hispanic male freshman cohorts varied from one year to the next. Since the total number of Hispanic males was small, percentages were sensitive to any change annually. In almost every cohort, rates for this group were lower than for the total freshmen class (except in 1982 and 1984). The number of Hispanic American females in each first-time freshman cohort was also small, making percentages vary considerably each year. In all but two years (1982 and 1985), however, second-year retention rates for Hispanic females were higher than comparable rates for the total freshman cohort groups.

Comparison of the data for "All Other Females" and "All Other Males" demonstrates that female students were more likely to persist their freshman year than were their male counterparts. Also, the second-year retention rate has improved among all other females, rising from 74.9% for the 1980 cohort to 76.1% for the 1987 cohort.

Table 3.C demonstrates that very few Medical students drop out of SIUC prior to degree completion. Over the five year period, only 26 students withdrew; but 14 of these were women and 6 were minority students. A total of 10 students transferred to another Medical school (6 women, 3 minorities). Three students were dismissed (1 woman, 2 minorities). Also, most Medical students finish the degree program in four years. Of the 21 students in the

last five years who did take longer than four years to graduate, 9 were women and 8 were minorities.

4. What has been the educational and career placement experience of graduates from underrepresented groups?

At this time, no systematic quantitative data exist at the Carbondale campus to address this question. The new Student Information System being implemented at SIUC will make possible the electronic tracking of student progress toward degrees through the Degree Audit function. Also, Career Planning and Placement plans to automate its data records.

Over the last five years, all graduating medical students with the exception of one white man and one white woman have been successful in matching with a residency program for the first postgraduate year. The two exceptions chose not to match and sought and found other employment. Although all others eventually were matched in acceptable programs, a few each year were initially unmatched through the National Resident Matching Program. The figures in Table 4.A reflect those initially unmatched.

5. How successful is the institution in employing members of underrepresented groups?

Five tables explore SIUC's success in employing women and minorities: two for SIUC-Carbondale campus only and three for SIUC School of Medicine in Springfield. Faculty and staff employed by the School of Medicine, but residing and working in Carbondale, are counted in the School of Medicine tables. There is little comparable data for disabled employees. The label "disabled" is a self-attached label. Many employees simply do not feel the need to identify themselves as "disabled" and hence, this data element is often missing in the Human Resource data base. Where available, number of disabled employees is reported.

Data contained in Table 5.A illustrate that the SIUC employee pool increased from 3,638 in 1981 to 3,778 in 1989, an increase of 3.8%. The total number of female employees increased 13.4% over the years examined, from 1,542

in 1981 to 1,750 in 1989. Similarly, there was an increase of 14.2% in the total minority employee population at SIUC from 1981 to 1989 (from 360 to 411).

While the total number of employees in these underrepresented groups increased during the decade of the 1980s, it is equally important to examine where the changes occurred. Although women comprise nearly half of all the employees at SIUC (46.3% in 1989), they were not proportionally represented in all employee groups. For example, women dominated the Secretarial/Clerical classification and men dominated the Skilled Craft employee category. The two employee categories at SIUC which appeared to be non-gender-specific were the Professional Non-faculty (54% female) and the Technical/Para-professional (48% female) categories. Women occupied 18% (35) of the Executive/Administrative/Managerial positions in 1989, an increase from the 13% (28) in 1981. Women also showed an increase in percentage of total faculty, from 22% of all faculty in 1981 to nearly 28% in 1989. Females remained a steady one-third of all Service/Maintenance workers during the 1980s.

SIUC has made progress in promoting current employees and recruiting new employees of minority background in the Executive/Administrative/Managerial category. In fall 1981, only 9 minority group members held these positions (4.2% of the total in this category). By 1989, the percentage of SIUC minority individuals in this category was 10.9% (N = 21), mirroring the total percentage of SIUC minority employees (10.9%). However, minorities were overrepresented in the Service/Maintenance category. There was a downward trend in this category, with 21% of the total Service workers being minority in 1981 down to 18% in 1989. The percentage of minorities in the Skilled Craft category has also declined over the period, from 7% (N = 10) to 5.3% (N = 8). Minority employees who worked as Technical/Para-professionals and in Secretarial/Clerical positions were represented in equal proportions to their representation in the total SIUC employee population (about 11%). Employees of minority background made slower progress in the two remaining employee categories: Faculty and Professional Non-faculty. Minorities comprised 6.8% of all faculty in 1981 and 9.1% in 1989, a proportional gain of less than 3%. Among Professional Non-faculty employees, minorities occupied 8.4% of these positions in 1981 and 10.1% in 1989, again an increase of under 3%.

The gender patterns previously discussed were also noted for minority employees. Males were more likely to occupy the Skilled Craft positions while women were more likely to hold Secretarial/Clerical positions. Minority males were also more likely than minority females to hold Administrative and Faculty positions.

Table 5.B supplies information to suggest future progress in hiring practices at SIUC. By examining data on "New Hires", it is possible to speculate on the future distribution of the employee population.

All hiring was down at SIUC in the mid 1980s. In fall 1989, SIUC new hires nearly matched the total hired in 1981 (i.e., 208 compared to 210). While the number of minorities hired increased 52%, from 21 in 1981 to 32 in 1989, the number of females hired decreased 16%, from 126 in 1981 to 106 in 1989. As a point of comparison, the number of white males increased 12% over the period.

New hires varied by employee type. Much of the hiring occurred in the Secretarial/Clerical category, typically a high turn-over position. Hiring in this category, although more frequent than in other categories, decreased by 49% over the decade (from 68 to 35). Women were usually hired.

Open Faculty positions also provided an opportunity for SIUC to hire women and minorities. Ten of the 57 newly hired males in 1989 were minority candidates, but only 1 of the 34 female faculty hired in 1989 was of a minority racial/ethnic origin. This indicates progress toward the goal of a more diverse faculty.

The lowest number of new hires was in the Administrative and the Skilled Craft categories. SIUC tries to promote qualified, eligible employees to administrative positions. This partially explains the low number of new hires in this category. These are positions with typically low turn-over. Of the 12 new administrators hired during the five years reported in this table, one was a white female, two were minority males, and the remaining new administrative positions were filled by white males.

Table 5.C displays information on the civil service employee population at the SIUC School of Medicine. Whereas the entire population increased 18% over the five years, female civil service employment rose nearly 22% but minority employment showed slower growth (9%, or 2 additional employees). Most of the civil service population is female. Over half of all the women were employed in Secretarial/Clerical positions, as were most of the employees of minority background. The majority of Administrators, Professional/Non-faculty, and Technical civil service employees were women.

Faculty and Administrative/Professional data are presented in Table 5.D. SIUC School of Medicine has made tremendous progress in destroying the gender gap found among A/P staff in the late 1970s. Proportional representation of females in the faculty ranks has also improved. The percentage of minorities filling faculty and Administrative/Professional positions has remained stable over the period. A/P positions include researchers, research associates, and all other A/P staff.

The trend in female employment at the School of Medicine should continue as most of the civil service new hires have been female and over half of the new faculty hired have been female for the past five years (see Table 5.E). Minority candidates have been hired at least in proportion to their total representation in the employee population.

The information provided in these tables indicates that minorities and women are making progress in gaining employment at SIUC. Overall, the number of women and minorities employed at SIUC has increased at a much higher rate than their majority male counterparts. This trend should continue according to the new hire rates. However, the number of minorities employed at SIUC is still small. Occupations at SIUC still tend toward gender-specificity.

6. What leadership and promotional opportunities exist for members of under-represented groups?

Table 6.A provides data to address this question. Twenty-six positions at SIUC are defined by RAMP guidelines to be the top administrative posts. In 1989, this category included the President, 4 Vice Presidents, 3

Associate Vice Presidents (Academic Affairs and Research), 12 Deans, the Athletic Director, the Executive Director of University Relations, the Budget Director, and the Controller. In 1985, all of these positions were held by men, but by 1988, one of the key administrative positions was occupied by a woman. Additionally, within the past six months, one vacant Dean position was filled by a woman. Three minority males were RAMP defined administrators in 1985, but by 1989, this number increased to 5. That is, almost 20% of the top posts were held by minorities at SIUC.

The Illinois Committee on Black Concerns in Higher Education (ICBCHE) recently commended SIUC's President for the progress this University has made in promoting access to administrative positions for minorities. SIUC has been actively supporting women in their struggle for leadership roles through the University Women's Professional Advancement Committee (UWPAC) internships and other activities. The Office of the Executive Assistant to the President carefully monitors all hiring procedures to ensure equity to all candidates competing for SIUC faculty and administrative positions.

School of Medicine promotion data are presented in Tables 6.B and 6.C. Female civil service employees are being promoted at rates slightly higher than their rate of employment (see also Table 5.C). The same was true of minorities employed as civil service staff (except in 1985). Promotion is defined as any move of an employee into a classification at a higher pay level. Table 6.C provides information on faculty promotions.

Summary and Observations

Southern Illinois University at Carbondale is committed to increasing the diversity of both student and personnel populations. Over the past decade enhanced recruiting efforts have increased the number of minority, female, and disabled persons in the University community.

The undergraduate enrollment of women, disabled students, and all minority students increased over the past four years, with the smallest rate of increase (3%) experienced by Black students. An encouraging finding was that

Engineering has been increasing its enrollment of women and minorities. Also, more Black students were entering and graduating from Education.

At the graduate level, patterns in the enrollment of underrepresented groups varied. The gender gap disappears at this level; the number of female graduate students mirrors the number of male graduates. The number of Black graduate students has been increasing, but this subpopulation is still disproportionately smaller at the graduate level than at the undergraduate level.

The Enrollment Management Program at SIUC is providing Deans with projected enrollment numbers for all majors so that recruiting efforts can be targeted and enhanced. Many programs designed to meet the needs of minorities, women, and disabled students will aid in both the recruitment and retention of these special populations.

The academic performance of female undergraduate and graduate students at SIUC was better than their male counterpart, as measured by GPA and the percent in good standing. Disabled students earned mean GPAs lower than the total undergraduate population means and a lower percentage of this group remained in academic good standing for the period studied. A smaller percentage of Black students was in academic good standing and this group also had lower mean GPAs than other groups. The new high school requirements needed for college admission may improve the preparation of these students in the future.

More students are completing undergraduate degrees at SIUC. This was true for Black and Hispanic students and for females in general. Increases in the degrees conferred by Education and Engineering to women and Black students were noted. This trend should continue as the second-year retention rates have been improved over the last decade. The most dramatic improvement occurred in the rates reported for Black males.

SIUC is also making progress in diversifying its employee pool. The numbers of female and minority faculty have increased. Most of the minority faculty at Carbondale, however, are of Asian origin. Since Black students comprise the largest proportion of the minority student population, efforts to

recruit Black faculty are valued by the university. The School of Medicine has made exceptional progress in hiring female managers and faculty.

Perhaps the most important progress toward achieving diversity of any organization can be measured by examining its leadership. As the most visible figures in the university community, the top administrators proclaim SIUC's commitment to equity. There has been an increase in both women and minority leaders at SIUC over the past five years.

Campus-Wide Evaluations -- Southern Illinois University at Edwardsville

Southern Illinois University at Edwardsville attempts to achieve a level of minority participation at least equal to the minority percentage in its 14-county service area. As of 1988, this was 13.0% for Blacks, the largest minority group (besides females). It will be useful to compare percentages of Blacks with this 13.0 percent target figure.

The following questions from Attachment A are addressed by these tables:

1. What has been the enrollment of students from underrepresented groups?

Two tables are submitted in response to this question: Table 1.A, Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School and Table 1.B, Enrollments of Degree-Seeking First-Time Freshmen and Undergraduate Transfers by Racial/Ethnic Category, Gender and Disability Status.

For the period from Fall 1986 to Fall 1989, these tables show that, while the overall enrollment of undergraduate men at SIUE has risen 0.2 percent, the enrollment of Black undergraduate men has fallen 1.3 percent. Similarly, while the enrollment of undergraduate women as a whole has risen 4.4 percent, the enrollment of Black undergraduate women has fallen 6.4 percent. Even so, undergraduate Black enrollment in the Fall of 1989 was 1125, or 13.1 percent of the total enrollment, slightly above the percentage of Blacks in the SIUE 14-county service region.

At the graduate level, recent changes in minority enrollments have been somewhat better. While the enrollment of male graduate students has risen 5.8 percent overall, the enrollment of Black graduate students has risen 8.5 percent. While the enrollment of graduate women has risen 15.2 percent overall, the enrollment of Black graduate women has risen 36.1 percent. Ideally, Black enrollment would continue to grow at a higher rate than enrollment as a whole until the 14-county percentage is achieved. Currently, Black graduate student enrollment is 8.2 percent of total graduate student enrollment.

The fact that these figures are broken down by school provides an avenue for closer examination of the University's performance in enrolling Black students. For example, the number of Black undergraduates in the School of Business is 96, or 8.0 percent of the total undergraduate enrollment. Although the overall number of undergraduate men in the School of Business has stayed exactly the same from 1986 to 1989, two additional Black undergraduates were enrolled in 1989, for a rise of 5.7 percent. During the same period, the enrollment of undergraduate women grew slightly in the School of Business, whereas there were four fewer Black undergraduate women in 1989 than in 1986. SIUE will investigate with the dean the possible causes for deviation from the overall enrollment figures. Our assumption is that some fluctuation in the yearly numbers is to be expected.

The number of Black graduate students in the School of Business is 30, which is 4.8% of the total graduate enrollment. On the other hand, there is considerable growth in the percentage of Black males in the graduate program in the School of Business. The graduate program enrolled 10.8 percent more men overall in 1989 than in 1986, but 118.2 percent more Black men. The enrollment rise for Black women did not quite keep pace with the rise for women as a whole at the graduate level, going up only 7.7 percent as opposed to 10 percent overall.

In general, we will seek explanations for figures for Blacks and women that deviate significantly from the range of overall increases and decreases. Sometimes, of course, the news will be good and an explanation will be found. For example, in the School of Nursing, whereas enrollment of undergraduate women declined 0.3 percent, the enrollment of Black undergraduate women increased 122.2 percent. This is no doubt due to Project GAIN (Get Ahead In Nursing) which has done a great deal to increase both enrollment and retention in that program. A similar explanation may lie behind the presence of three Black men in the undergraduate nursing program in 1989 compared to none in the fall of 1986.

The other table for this first question, Table 1.B, displays the enrollment of first-time freshmen and new undergraduate transfers. It can be seen that the number of first-time freshmen who are Black, both men and women,

fell between 1986 and 1989 at a somewhat higher rate than overall enrollment of first-time freshmen. On the other hand, the enrollment of Blacks in the special admission category rose dramatically in company with a dramatic increase in the special admission category across the University. In the case of new undergraduate transfers, regular admissions of women overall were down 2.4 percent, whereas regular admissions of Black women were down 4.8 percent (the actual number is not very large). On the other hand, whereas the enrollment of male transfers grew 1.2 percent overall, the enrollment of Black male transfers grew 37.1 percent. Fewer transfers were admitted in the fall of 1989 for special admission, both overall and among Blacks.

2. What has been the academic success of students from underrepresented groups?

Two tables are presented in response to this question: Table 2.A, Cumulative Grade Point Average of Students by Racial/Ethnic Category, Gender, and Disability Status, by Student Level and School and Table 2.B, Percent of Students in Good Standing by Racial/Ethnic Category, Gender, and Disability Status, by Student Level and School. Once again, the numbers are for fall quarters between 1986 and 1989.

The cumulative grade point average table, Table 2.A, shows that grade point averages of Blacks are lower than those of students as a whole. The discrepancy between the performance of Black students and students overall is quite significant and is found both at the graduate and the undergraduate levels.

Grade point averages for women are consistently higher in most schools than grade point averages for men. Grade point averages for handicapped students are either about the same as or better than those for students overall.

The poorer performance of Blacks is understandable in light of the problems in preparation that they encounter. It is noteworthy that while the School of Nursing is on the whole comparable to the University in this discrepancy, the grade point of Black women shows an increase over the period,

from 3.55 percent in 1986 to 3.68 in 1989, whereas, the grade point for undergraduate women in Nursing overall falls slightly, from 4.06 percent to 4.03 percent. Once again, this probably demonstrates the efficacy of Project GAIN in helping Black students to work effectively in the challenging nursing curriculum.

Some noteworthy declines that deserve consideration occur in the School of Sciences for Black men and women, and in the School of Social Sciences for Black men. The grade point in the School of Social Sciences in the four years surveyed stayed virtually the same overall, but the performance of Black women declined from 3.47 to 3.25 and for Black men from 3.48 to 3.28. In social sciences the grade point changed very little for the four years overall, but the g.p.a. of Black males (admittedly, the number is quite small) falls from 3.45 to 3.17. This requires further investigation.

The figures on the percent of students in good standing in Table 2.B show that, across the University, women fare better in this regard than men, and the figures for disabled students are quite comparable to those overall. Once again, Black students have rather more difficulty than do other students. For example, throughout the period, 94 percent of women overall were in good standing academically, whereas the percentage of Black women in good standing ranges from 78 percent in 1986 to 86 percent in 1989. At least this represents an improvement in performance. Among men overall, the figure ranges between 89 and 92 percent, whereas Black men decline in the percentage in good standing from 81 percent in 1986 to 71 percent in 1989. Once again, this is not surprising, but the figure may well suggest avenues of exploration for ways to change the performance for the better.

The School of Nursing is an instructive comparison from fall of 1986 to fall of 1989. The percentage of female Black students in good standing rose from 89 percent to 97 percent, a figure quite comparable with the 99 percent of the school as a whole. Once again, it is likely that this is a result of the good effects of Project GAIN.

At the graduate level, the percentage of Black men in good standing is higher than the percentage overall throughout the period. The percentage of

Black women in good standing is higher than the overall percentage in two of the four years, and never drops below 95 percent. In other graduate programs, comparisons (where the number of students is greater than three, making comparisons possible) indicate that the percentage of Black students in good standing is somewhat smaller than the overall percentage.

Overall, the percentage of graduate women in good academic standing is higher than the percentage of graduate men. This holds true of all schools except Business (in 1989) Fine Arts and Communications (in 1986, 1987, and 1988) and Humanities (in 1987, 1988).

3. How successful have students from underrepresented groups been in completing their education?

Two tables are submitted, one entitled Degrees Completed by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, Table 3.A; and Students Graduated, Still Enrolled, or Non-Persisting by Year of Attendance, Table 3.B. The data show that the rate of increase of graduation for women has increased during the period from July 1, 1985, through June 30, 1989, at both the graduate and undergraduate levels. The rate of graduation for men during this period has decreased at both levels. The numbers for disabled students are so small there is no discernible pattern.

During this same period, while the rate of degree completion was rising 16.8 percent overall, the rate of completion for Black women fell 25 percent. This may be somewhat misleading because the figure of 48 for the 1988-89 year is much lower than for the other three years and may be anomalous. Similarly, while the graduation rate for men overall fell 9.2 percent, the graduation rate for Black males fell 29.3 percent. Again, the very low figure in 1988-89 may be anomalous. At the graduate level, the Black women's graduation rate rose 5.9 percent between the first and last years surveyed, whereas the graduation rate for women as a whole rose 13.8 percent. The decline in Black male graduate degrees during this period was almost exactly comparable to the decline in male degrees as a whole.

The tables showing graduating, enrolled, and non-persisting students by year of attendance show the challenge that faces SIUE in helping Blacks to persist. For example, if we consider the cohort of students beginning at SIUE in the year 1981, by the end of year 8, 62 of 75 Black students, or 82.7 percent, had dropped out. By comparison, of 487 non-Black males who entered in fall of 1981, by year 8, 60.6 percent had dropped out.

One lesson that these numbers teach us is that there is bound to be, in all populations at SIUE, a rather high rate of non-persistence. This is due partly to an admissions policy that deliberately attempts to give a large number of students a chance for a college degree in spite of the different academic background that many of them have. Moreover, many students commute to campus and have less chance of forming the kinds of learning communities that are helpful in retention. In addition, some students must leave the University from time to time as a result of economic necessity. Finally, a portion of SIUE students enters the University with no real intention to seek a degree. Still, it is disappointing and worth noting that the percentage of people who drop out is higher, in general, for Blacks than it is for other racial groups.

4. What has been the educational and career placement experience of graduates from underrepresented groups?

Comprehensive data in response to this question is not currently available. However, SIUE plans to devise a system whereby this data can be collected in a more systematic way.

5. How successful is the institution in employing members of underrepresented groups?

There are two tables submitted in response to this question, Table 4.A, Headcount Employment of Faculty and Administrative Staff: All Employees by Racial/Ethnic Category and Gender and Table 4.B, Headcount Employment of Faculty and Administrative Staff: New Hires Only by Racial/Ethnic Category and Gender. These tables show considerable improvement in the representation of women in all of the categories surveyed except "skilled craft," where women are reported as not being represented at all. In every other category, the

percentage of women employees in that category has increased in the period from 1981 to 1989. Overall, the percentage of women employees at the University has increased from 44.8 percent in the fall of 1981, to 51.4 percent in the fall of 1989. Among faculty, the percentage of women has increased from 26.3 percent to 34.8 percent.

Similarly, the percentage of Blacks employed by the University has increased, from 9.7 percent in the Fall of 1981, to 13.6 percent in the fall of 1989, a figure that slightly exceeds the representation of Blacks in the southwestern Illinois region.

The figures show clearly the need to address the hiring of minority faculty members. The number of Black faculty members has decreased from 57 in the fall of 1981, to 23 in the fall of 1989. The extremity of this drop is due to the phasing out of the Experiment in Higher Education at the East St. Louis Center in 1981. But on-campus Black faculty representation has also declined. As described elsewhere in this report, a number of initiatives are now in place to try to correct the resulting imbalance. A bright spot is the Executive/-Administrative/Managerial category, in which the number of Blacks increased from 16 in the fall of 1986, to 20 in the fall of 1989. The percentage rise is from 8.4 percent Black in this category to 9.8 percent Black.

The "new hires" table, Table 4.B, shows that, over the period, more women were hired than men, but the hiring patterns ensure that in some categories, such as "skilled craft," the imbalance between men and women will persist. For Blacks, the category of Professional/Non-Faculty/Secretarial/Clerical and Technical/ Para-Professional all show the effect of increased efforts to hire women; but Black males continue to lag behind. Clearly, this maps an area where the University needs to consider further measures.

6. What leadership and promotional opportunities exist for members of under-represented groups?

One table is included in response to this question, Table 5, entitled Headcount Employment of RAMP Administrators by Racial/Ethnic Category and Gender. The table shows the headcount for the Falls of 1985 through 1989.

During this period, the University gained a Black woman administrator and two white male administrators, and the other counts stayed constant. There are three Blacks total in this administrative category, one male and two female. The total category contains 25 persons, 20 males and 5 females, as of fall 1989.

The President of SIUE recently received an award from the Illinois Committee on Black Concerns in Higher Education (ICBCHE) for his having appointed two of his four principal staff from the minority population, one male and one female. SIUE continues to be sensitive to the need to help Blacks and women to progress in the administrative ranks, if they wish to do so. Mentoring and staff support efforts have been initiated in the Office of the Vice President for Administration. It is hoped that these will bear fruit in the increased mobility of Blacks and women in promotions to positions of higher responsibility.

It is worth noting at this point that the newly-hired Director of Human Relations is a Black male. He is dedicated to working in this direction as well.

CAMPUS-WIDE EVALUATION TABLES

Southern Illinois University at Carbondale,
including the School of Medicine

Southern Illinois University at Carbondale
Headcount Enrollment by Racial/Ethnic Category, Gender
and Disability Status, by Student Level and College
Fall Semesters, 1986 - 1989

	YEAR	Non-Resident Alien		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students		
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Agriculture	Under-graduate	86	31	10	13	5	0	0	1	3	1	1	385	188	431	207	4	3
		87	22	10	9	6	0	0	0	2	1	1	428	170	460	189	6	2
		88	17	10	11	5	0	0	0	1	2	1	419	169	449	186	8	4
		89	21	13	18	14	0	1	1	2	2	1	428	197	470	228	11	4
	Graduate	86	33	14	1	0	0	0	2	0	1	1	65	25	102	40	0	0
	87	39	13	0	0	0	0	1	1	0	0	55	33	95	47	0	0	
	88	35	7	1	1	0	0	1	1	0	0	42	37	79	45	0	1	
	89	28	6	1	1	0	0	1	2	0	0	41	30	71	38	1	1	
Business	Under-graduate	86	275	155	110	90	0	3	19	19	11	7	1145	629	1560	903	18	7
		87	206	134	121	94	2	2	30	18	14	8	1180	642	1553	898	20	6
		88	158	104	103	90	1	2	27	13	22	11	1158	648	1469	868	23	11
		89	148	75	90	105	1	2	20	17	19	7	1162	704	1440	910	21	10
	Graduate	86	40	26	0	1	0	0	1	3	2	0	52	40	95	70	0	0
	87	65	27	1	1	1	0	0	0	3	1	0	62	46	129	77	1	0
	88	59	18	1	1	0	0	0	5	0	0	0	57	42	122	60	0	0
Communications and Fine Arts		89	52	17	1	1	0	0	5	2	0	0	63	44	121	64	0	0
	Under-graduate	86	26	25	81	88	1	0	9	9	17	10	1006	768	1140	900	24	6
		87	16	23	87	93	0	2	9	7	17	12	1019	790	1148	927	27	8
		88	15	34	86	84	2	4	11	6	20	14	1034	839	1168	981	32	13
		89	19	33	74	85	3	4	13	7	19	17	992	854	1120	1000	37	15

Southern Illinois University at Carbondale
Headcount Enrollment by Racial/Ethnic Category, Gender
and Disability Status, by Student Level and College
Fall Semesters, 1986 - 1989

YEAR	Non-Resident Alien		Black Non-Hispanic		Ind./A'skan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Communications and Fine Arts Graduate	86	24	20	5	9	0	0	2	2	0	5	119	119	150	155	1	0
	87	23	22	2	10	0	0	1	3	0	4	112	110	138	149	1	0
	88	23	26	8	13	0	0	1	3	0	5	112	112	144	159	4	0
	89	29	32	6	11	1	1	1	6	1	5	109	106	147	161	4	0
Education Under-graduate	86	15	12	93	112	6	3	13	12	33	18	898	1136	1058	1293	16	13
	87	10	17	119	129	6	3	10	9	34	21	1022	1237	1201	1416	15	21
	88	9	12	110	124	9	5	19	9	26	24	1054	1264	1227	1438	16	25
	89	11	14	133	119	4	3	24	18	39	27	1032	1395	1243	1576	17	31
Graduate	86	57	61	25	64	1	7	6	6	2	5	398	593	489	736	1	3
	87	56	66	23	49	3	5	7	9	6	5	398	563	493	697	4	3
	88	53	69	21	49	2	4	5	7	10	13	374	593	465	735	7	6
	89	53	68	30	54	3	2	6	6	6	11	369	630	467	771	14	9
Engineering and Technology Under-graduate	86	299	13	165	29	7	1	92	9	65	4	1863	143	2491	199	13	0
	87	290	18	168	27	14	0	81	8	58	6	1932	150	2543	209	13	2
	88	248	15	189	47	13	0	73	6	60	7	1905	169	2488	244	19	1
	89	203	9	187	45	13	0	75	5	67	2	1818	156	2363	217	24	2
Graduate	86	81	5	3	0	0	0	3	0	1	0	25	5	113	10	0	0
	87	94	8	2	0	0	0	3	1	1	0	29	3	129	12	0	0
	88	119	8	1	0	0	0	4	1	1	0	38	4	163	13	0	0
	89	122	12	2	0	0	0	11	0	1	0	45	4	181	16	0	0

Southern Illinois University at Carbondale
Headcount Enrollment by Racial/Ethnic Category, Gender
and Disability Status, by Student Level and College
Fall Semesters, 1986 - 1989

	YEAR	Non-Resident Alien		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students		
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Law	Professional	86	1	1	5	7	0	2	1	0	0	2	198	90	205	102	0	1
		87	2	1	12	7	0	1	1	1	1	1	198	81	214	92	0	4
		88	2	1	10	7	0	0	1	1	4	1	195	85	212	95	0	3
		89	1	0	10	4	0	0	2	2	4	2	194	89	211	97	0	3
Liberal Arts	Undergraduate	86	116	56	71	60	4	1	12	11	10	9	714	553	927	690	24	10
		87	84	43	75	68	3	3	20	12	18	14	803	655	1003	795	25	10
		88	69	43	81	93	2	0	18	22	18	22	907	777	1095	957	27	9
		89	76	58	123	126	4	2	25	23	27	22	1295	973	1550	1204	31	23
	Graduate	86	166	85	14	19	0	0	5	7	6	3	232	182	423	296	0	1
		87	163	75	19	17	1	1	6	8	5	2	220	198	414	301	0	3
		88	130	68	18	20	1	1	8	8	4	3	230	198	391	298	1	5
		89	120	56	19	19	1	1	9	11	5	7	229	206	383	300	2	5
Medicine	Professional	86	0	0	17	16	0	0	9	3	2	0	153	77	181	96	0	0
		87	0	0	13	10	0	0	10	2	2	1	164	76	189	89	0	0
		88	0	0	13	11	0	0	12	3	3	1	149	79	177	94	0	0
		89	0	0	10	9	0	0	9	3	2	1	158	85	179	98	0	1
Other Undergraduates	Undergraduate	86	16	10	4	4	0	0	1	0	0	0	37	34	58	48	0	1
		87	7	13	6	5	5	0	1	0	1	4	0	15	27	32	47	0
		88	8	15	0	2	0	0	0	0	1	0	17	44	26	61	0	0
		89	13	13	0	0	0	0	1	0	1	0	21	41	36	54	0	0

Southern Illinois University at Carbondale
Headcount Enrollment by Racial/Ethnic Category, Gender
and Disability Status, by Student Level and College
Fall Semesters, 1986 - 1989

	YEAR	Non-Resident Alien		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students		
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Science	Under-graduate	86	18	18	32	24	1	0	13	11	10	5	514	294	588	352	7	1
		87	13	11	38	32	0	0	18	7	10	5	484	292	563	347	10	1
		88	15	16	29	41	3	3	17	7	8	8	497	311	569	386	10	0
		89	16	14	28	41	1	3	20	10	14	6	520	320	599	394	15	0
	Graduate	86	83	34	2	1	0	0	7	2	1	1	174	63	267	101	0	0
		87	95	37	2	2	0	0	5	3	1	1	164	72	267	115	2	0
		88	96	33	5	5	0	0	1	3	3	1	167	70	272	112	3	0
		89	90	36	5	19	0	0	5	2	3	1	177	76	280	134	3	0
Social Work	Under-graduate	86	1	0	36	51	0	0	1	0	3	5	280	170	321	226	5	6
		87	0	1	36	41	3	1	1	0	7	5	312	206	359	254	8	9
		88	0	0	56	50	2	2	3	0	8	2	345	223	414	277	6	8
		89	0	0	3	16	0	2	1	1	0	0	39	129	43	148	7	10
	Graduate	86	0	0	0	0	0	0	0	0	0	0	3	15	3	15	0	0
		87	0	0	0	1	0	0	0	1	0	0	5	26	5	28	0	1
		88	0	0	0	1	0	0	0	1	0	1	5	19	5	22	1	0
		89	0	0	0	1	0	0	0	0	0	1	3	21	3	23	0	0
Technical Careers-2 yr	Under-graduate	86	32	9	138	130	3	5	14	5	28	9	1322	568	1537	726	19	7
		87	28	10	173	138	8	4	13	4	28	5	1266	537	1516	698	33	7
		88	26	14	148	114	7	3	16	2	18	10	1172	492	1387	635	32	15
		89	16	13	112	91	6	0	17	4	20	12	1163	499	1334	619	40	13

Southern Illinois University at Carbondale
Headcount Enrollment by Racial/Ethnic Category, Gender
and Disability Status, by Student Level and College
Fall Semesters, 1986 - 1989

	YEAR	Non-Resident Alien		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Technical Careers-4 yr Under-graduate	86	17	10	174	72	11	1	26	11	76	11	1229	316	1533	421	11	3
	87	10	7	133	69	16	1	33	8	80	11	1173	356	1445	452	13	4
	88	14	9	132	80	16	3	47	6	66	13	1231	341	1506	452	15	3
	89	18	9	158	78	17	2	42	8	59	14	1234	349	1528	460	22	6
Unclassified graduates Graduate	86	6	3	34	44	2	0	8	5	7	3	340	689	397	744	1	1
	87	2	4	31	39	2	0	5	9	9	15	278	489	327	556	1	1
	88	4	2	27	44	0	1	5	7	3	6	239	386	278	446	0	1
	89	11	6	35	51	0	0	2	11	7	4	238	372	293	444	4	7
Undergraduate Academic Services Under-graduate	86	22	8	223	195	5	1	24	9	23	19	852	690	1149	922	60	16
	87	13	2	224	223	3	3	23	11	32	21	987	776	1282	1036	60	20
	88	22	2	177	216	4	2	22	12	23	16	1077	871	1325	1119	76	19
	89	131	48	188	230	2	3	18	12	22	24	1055	803	1416	1120	81	21
TOTAL Under-graduate	86	868	326	1140	860	38	15	225	99	277	98	10245	5489	12793	6887	201	73
	87	699	289	1189	925	55	20	238	87	303	109	10621	5838	13105	7268	230	90
	88	601	274	1122	946	59	24	253	84	272	128	10816	6148	13123	7604	264	108
	89	672	299	1114	950	51	22	257	107	289	132	10759	6421	13142	7931	306	135
Graduate	86	490	248	84	138	3	7	34	25	20	18	1408	1731	2039	2167	3	5
	87	537	252	80	119	6	6	28	38	23	27	1324	1540	1998	1982	9	8
	88	519	231	82	132	3	6	30	31	21	29	1264	1461	1919	1890	16	13
	89	505	233	99	156	5	4	40	40	23	29	1274	1489	1946	1951	28	22
Profess- ional	86	1	1	22	23	0	2	10	3	2	2	351	167	386	198	0	1
	87	2	1	25	17	0	1	11	3	3	2	362	157	403	181	0	4
	88	2	1	23	18	0	0	13	4	7	2	344	164	389	189	0	3
	89	1	0	20	13	0	0	11	5	6	3	352	174	390	195	0	4

Southern Illinois University at Carbondale
Enrollments of Degree-Seeking First-Time Freshmen and Undergraduate Transfers
by Racial/Ethnic Category, Gender and Disability Status
Fall Semesters, 1986 - 1989

YEAR	Non-Resident Alien		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
FIRST-TIME FRESHMEN:																
Regular Admission																
86	41	25	111	85	5	0	24	15	28	11	1482	852	1691	988	21	5
87	36	20	157	108	5	1	39	8	36	19	1629	932	1902	1088	24	14
88	49	17	125	114	7	3	18	8	41	22	1560	959	1800	1123	29	6
89	113	59	118	113	5	1	31	16	26	10	1401	816	1694	1015	37	8
Provisional Adm.																
86	1	0	64	90	0	1	4	4	11	7	159	177	239	279	23	7
87	1	1	68	107	1	2	8	4	5	9	157	196	240	319	19	6
88	0	0	44	90	0	0	5	4	7	7	197	217	253	318	28	6
89	0	0	52	90	0	1	8	4	3	8	160	159	223	262	25	5
NEW UNDERGRAD. TRANSFERS:																
Regular Admission																
86	92	32	160	87	9	5	32	16	57	24	1704	791	2054	955	18	8
87	49	34	149	94	17	2	34	11	53	12	1545	800	1847	953	18	13
88	71	39	153	87	8	7	38	8	46	22	1536	844	1852	1007	27	21
89	67	50	128	80	8	3	43	8	38	18	1494	909	1778	1068	30	23
Provisional Adm.																
86	0	0	0	0	0	0	0	0	0	1	5	2	5	3	3	1
87	0	0	0	2	0	0	0	0	0	0	5	2	5	4	2	1
88	0	0	1	0	0	0	0	0	0	0	8	0	9	0	6	0
89	0	0	0	2	0	0	0	0	0	0	5	4	5	6	3	2
TOTAL FIRST-TIME AND UNDERGRAD. ADMISSIONS:																
Regular Admission																
86	133	57	271	172	14	5	56	31	85	35	3186	1643	3745	1943	39	13
87	85	54	306	202	22	3	73	19	89	31	3174	1732	3749	2041	42	27
88	120	56	278	201	15	10	56	16	87	44	3096	1803	3652	2130	56	27
89	180	109	246	193	13	4	74	24	64	28	2895	1725	3472	2083	67	31
Provisional Adm.																
86	1	0	64	90	0	1	4	4	11	8	164	179	244	282	26	8
87	1	1	68	109	1	2	8	4	5	9	162	198	245	323	21	7
88	0	0	45	90	0	0	5	4	7	7	205	217	262	318	34	6
89	0	0	52	92	0	1	8	4	3	8	165	163	228	268	28	7

Southern Illinois University at Carbondale
Mean Grade Point Average by Racial/Ethnic Category, Gender
and Disability Status, by Student Level and College
Fall Semesters, 1986 - 1989

	YEAR	Non-Resident Alien		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students		
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Agriculture	Under-graduate	86	2.47	2.74	1.91	2.21	0.00	0.00	2.34	2.60	2.32	2.28	2.53	2.58	2.50	2.58	2.21	3.06
		87	2.73	2.54	2.00	2.12	0.00	0.00	0.00	2.85	1.00	3.02	2.46	2.59	2.46	2.58	2.26	3.15
		88	2.45	2.85	2.06	2.02	0.00	0.00	0.00	2.84	2.25	3.12	2.56	2.67	2.54	2.67	1.95	2.73
		89	2.54	2.90	2.12	2.18	0.00	0.00	2.00	2.31	2.02	3.73	2.52	2.63	2.50	2.62	2.00	2.88
Business	Graduate	86	3.34	3.40	3.86	0.00	0.00	0.00	3.94	0.00	2.00	3.61	3.61	3.62	3.52	3.54	0.00	0.00
		87	3.37	3.53	0.00	0.00	0.00	0.00	3.82	3.22	0.00	0.00	3.63	3.61	3.53	3.58	0.00	0.00
		88	3.51	3.63	3.40	0.00	0.00	0.00	3.72	3.29	0.00	0.00	3.60	3.50	3.56	3.51	0.00	3.50
		89	3.41	3.41	3.43	0.00	0.00	0.00	3.51	1.70	0.00	0.00	3.60	3.76	3.52	3.59	3.44	3.79
	Under-graduate	86	2.91	3.08	2.11	2.07	0.00	2.57	2.44	2.45	2.10	2.43	2.43	2.65	2.49	2.66	2.36	2.26
		87	2.87	3.03	2.02	2.09	2.57	2.90	2.44	1.95	2.37	2.60	2.42	2.60	2.45	2.60	2.45	2.78
		88	2.83	3.04	2.19	2.17	3.58	2.80	2.56	2.17	2.26	2.52	2.51	2.72	2.52	2.69	2.46	2.60
		89	2.89	2.97	1.98	2.14	3.42	2.44	2.45	2.37	2.34	1.91	2.54	2.76	2.54	2.69	2.36	2.85
	Graduate	86	3.34	3.44	0.00	3.67	0.00	0.00	3.81	3.18	3.50	0.00	3.23	3.22	3.29	3.30	0.00	0.00
		87	3.51	3.39	3.67	3.27	0.00	0.00	0.00	3.37	3.73	0.00	3.46	3.30	3.49	3.33	4.00	0.00
		88	3.29	3.30	3.55	0.00	0.00	0.00	3.42	0.00	0.00	0.00	3.54	3.47	3.42	3.42	0.00	0.00
		89	3.42	3.48	3.00	3.00	0.00	0.00	3.64	3.86	0.00	0.00	3.53	3.33	3.48	3.38	0.00	0.00
Communications and Fine Arts	Under-graduate	86	2.74	3.01	2.19	2.09	2.52	0.00	2.43	2.43	2.44	2.79	2.53	2.73	2.51	2.67	2.59	2.32
		87	2.60	3.27	2.13	2.27	0.00	2.71	2.47	2.59	2.48	2.60	2.52	2.71	2.49	2.68	2.59	2.28
		88	2.81	3.08	2.16	2.34	1.72	2.76	2.25	3.12	2.30	2.62	2.55	2.73	2.52	2.71	2.29	2.03
		89	3.03	3.02	2.24	2.34	2.58	2.51	2.42	2.18	2.29	2.55	2.57	2.78	2.55	2.74	2.46	2.50

Southern Illinois University at Carbondale
Mean Grade Point Average by Racial/Ethnic Category, Gender
and Disability Status, by Student Level and College
Fall Semesters, 1986 - 1989

Education	YEAR	Non-Resident Alien		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Graduate	86	3.77	3.88	3.43	3.59	0.00	0.00	3.85	3.77	0.00	3.83	3.73	3.73	3.73	3.74	3.33	0.00
	87	3.64	3.68	3.44	3.65	0.00	0.00	3.70	3.88	0.00	2.90	3.76	3.80	3.74	3.75	3.35	0.00
	88	3.55	3.50	2.95	3.56	0.00	0.00	3.66	3.93	0.00	3.86	3.76	3.66	3.68	3.64	3.64	0.00
	89	3.66	3.56	3.63	3.55	3.79	4.00	3.76	3.95	3.43	3.73	3.66	3.70	3.66	3.67	3.59	0.00
Under-graduate	86	2.49	2.98	3.00	2.64	3.60	3.04	3.17	3.13	3.03	3.05	3.27	2.98	3.23	2.95	2.78	2.66
	87	2.56	2.91	3.05	2.69	2.49	2.99	3.24	3.22	3.37	3.35	3.27	2.97	3.24	2.95	2.76	2.51
Graduate	88	2.72	3.01	3.11	2.69	3.61	3.61	3.44	2.94	3.24	3.33	3.29	3.01	3.27	2.99	2.71	2.51
	89	2.85	3.07	3.07	2.84	3.32	2.44	3.45	2.98	3.41	3.28	3.24	3.02	3.23	3.01	2.77	2.46
Engineering and Technology Under-graduate	86	3.69	3.69	3.61	3.63	4.00	3.71	2.95	3.80	3.84	3.83	3.64	3.79	3.64	3.77	2.67	3.71
	87	3.66	3.65	3.62	3.47	3.88	3.77	3.81	3.81	3.80	2.97	3.69	3.79	3.69	3.75	3.50	3.87
	88	3.69	3.63	3.35	3.58	3.82	3.75	3.77	3.78	3.58	3.48	3.69	3.78	3.67	3.75	3.48	3.74
	89	3.66	3.70	3.52	3.56	3.75	4.00	3.78	3.80	3.66	3.54	3.68	3.79	3.67	3.76	3.66	3.77
	86	2.81	3.03	2.39	2.16	2.70	3.67	2.44	2.39	2.64	3.77	2.69	2.81	2.67	2.73	2.42	0.00
	87	2.69	3.08	2.35	2.52	2.88	0.00	2.46	2.66	2.54	2.29	2.74	2.89	2.70	2.83	2.31	1.68
	88	2.62	3.19	2.26	2.35	2.72	0.00	2.64	3.18	2.72	2.77	2.75	2.72	2.69	2.69	2.51	2.24
	89	2.70	3.25	2.04	2.15	2.27	0.00	2.25	3.21	2.52	2.52	2.55	2.48	2.51	2.46	2.56	2.83
	86	3.52	3.51	3.21	0.00	0.00	0.00	3.24	0.00	3.71	0.00	3.28	3.00	3.46	3.26	0.00	0.00
Graduate	87	3.42	3.79	3.52	0.00	0.00	0.00	3.22	3.20	3.81	0.00	3.34	3.71	3.40	3.72	0.00	0.00
	88	3.49	3.70	3.31	0.00	0.00	0.00	3.62	3.44	3.47	0.00	3.26	3.83	3.44	3.72	0.00	0.00
	89	3.51	3.65	3.70	0.00	0.00	0.00	3.54	0.00	3.30	0.00	3.52	3.85	3.52	3.70	0.00	0.00

Southern Illinois University at Carbondale
Mean Grade Point Average by Racial/Ethnic Category, Gender
and Disability Status, by Student Level and College
Fall Semesters, 1986 - 1989

	YEAR	Non-Resident Alien		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Law																	
Liberal Arts																	
Medicine																	
Other Undergraduates																	

Southern Illinois University at Carbondale
Mean Grade Point Average by Racial/Ethnic Category, Gender
and Disability Status, by Student Level and College
Fall Semesters, 1986 - 1989

	YEAR	Non-Resident Alien		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students		
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Science	Under-graduate	86	2.90	3.13	2.01	1.98	3.74	0.00	2.69	2.66	2.29	2.56	2.49	2.56	2.48	2.55	2.28	1.85
		87	2.77	3.01	2.06	1.99	0.00	0.00	2.66	2.51	1.85	2.63	2.50	2.66	2.47	2.61	2.22	2.02
		88	3.10	2.97	1.95	2.17	2.20	2.75	2.66	2.99	1.91	1.89	2.53	2.71	2.51	2.65	2.28	0.00
		89	2.84	3.09	2.13	2.25	2.44	2.96	2.92	2.99	2.39	2.45	2.54	2.69	2.54	2.66	2.71	0.00
Graduate		86	3.52	3.47	2.69	4.00	0.00	0.00	3.07	3.59	3.89	4.00	3.64	3.51	3.58	3.51	0.00	0.00
		87	3.48	3.54	3.05	0.00	0.00	0.00	3.57	3.47	3.03	4.00	3.61	3.57	3.56	3.50	3.75	0.00
		88	3.43	3.54	2.97	3.23	0.00	0.00	3.34	3.43	3.22	4.00	3.57	3.76	3.50	3.67	3.50	0.00
		89	3.49	3.39	2.51	2.59	0.00	0.00	3.48	3.89	3.47	4.00	3.53	3.59	3.50	3.41	3.67	0.00
Social Work	Under-graduate	86	2.76	0.00	2.24	2.14	0.00	0.00	2.78	0.00	3.07	1.98	2.52	2.70	2.50	2.56	2.44	2.22
		87	0.00	3.60	2.12	2.14	2.35	4.00	1.69	0.00	2.44	2.43	2.55	2.69	2.50	2.60	2.72	2.85
		88	0.00	0.00	2.12	2.23	2.72	3.74	2.66	0.00	2.36	2.76	2.61	2.82	2.54	2.72	2.60	3.20
		89	0.00	0.00	2.07	2.29	0.00	3.74	2.75	2.46	0.00	0.00	2.87	2.95	2.81	2.89	2.33	2.85
Graduate		86	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.74	3.31	3.74	3.31	0.00	0.00
		87	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.60	0.00	0.00	3.75	3.60	3.75	3.60	0.00	3.64
		88	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.76	0.00	3.27	3.77	3.49	3.77	3.50	3.31	0.00
		89	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.46	2.45	3.56	2.45	3.56	0.00	0.00
Technical Careers - 2 yr Under-graduate		86	2.44	2.94	1.79	1.94	3.19	2.45	2.37	2.54	2.28	2.52	2.57	2.68	2.49	2.55	2.56	2.43
		87	2.76	3.14	1.97	1.93	2.22	2.40	2.54	2.08	2.05	2.44	2.56	2.76	2.48	2.59	2.39	2.72
		88	2.48	2.84	1.83	1.84	1.97	1.72	2.58	2.04	2.03	2.45	2.52	2.74	2.43	2.57	2.56	2.20
		89	2.63	3.01	1.84	1.98	2.15	0.00	2.69	2.49	2.01	2.31	2.55	2.76	2.48	2.64	2.18	2.38

Southern Illinois University at Carbondale
Mean Grade Point Average by Racial/Ethnic Category, Gender
and Disability Status, by Student Level and College
Fall Semesters, 1986 - 1989

YEAR	Non-Resident Alien		Black Non- Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non- Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Technical Careers - 4 yr Under-graduate																
86	3.06	2.70	2.76	2.64	3.16	3.15	2.93	2.72	3.01	3.36	3.14	3.08	3.08	3.00	3.29	3.07
87	2.95	2.99	2.78	2.79	2.98	4.00	3.18	2.86	2.96	3.20	3.11	3.07	3.07	3.03	3.06	2.65
88	3.07	2.96	2.30	2.36	2.78	1.89	2.59	3.40	2.56	1.86	2.57	2.72	2.55	2.64	2.85	2.43
89	3.05	2.90	2.13	2.14	2.50	3.05	2.27	3.24	2.23	2.58	2.65	2.75	2.57	2.65	2.79	1.90
Unclassified Graduates Graduate																
86	1.76	3.66	1.98	2.32	3.69	0.00	2.14	3.71	2.68	2.67	3.12	3.53	2.98	3.45	3.43	3.33
87	3.38	3.64	2.73	2.68	3.50	0.00	2.27	2.83	1.20	0.51	3.02	3.49	2.94	3.34	3.50	3.83
88	1.78	3.54	1.96	1.96	0.00	0.00	2.13	3.07	2.50	2.62	2.87	3.39	2.75	3.23	0.00	4.00
89	3.09	3.79	2.49	2.35	0.00	0.00	3.25	2.72	2.58	2.45	3.14	3.27	3.05	3.15	3.54	2.17
Undergraduate Academic Services Under-graduate																
86	2.00	2.03	2.07	1.90	2.01	2.46	1.98	2.32	2.27	2.40	2.19	2.32	2.16	2.23	1.92	2.04
87	2.41	2.77	2.07	1.89	1.72	2.64	1.90	2.32	2.35	2.09	2.16	2.39	2.15	2.28	1.78	2.28
88	2.43	3.25	1.77	1.81	2.31	1.71	2.02	1.95	1.88	1.93	2.10	2.40	2.06	2.27	1.78	2.66
89	2.50	2.78	1.93	1.86	1.67	2.48	2.15	2.23	2.06	2.00	2.12	2.40	2.13	2.30	1.99	2.25
University Total Under-graduate																
86	2.78	3.01	2.28	2.15	2.88	2.65	2.49	2.57	2.66	2.72	2.66	2.73	2.63	2.67	2.35	2.44
87	2.74	3.06	2.27	2.19	2.62	2.75	2.54	2.48	2.62	2.68	2.66	2.74	2.62	2.67	2.32	2.52
88	2.69	3.02	2.17	2.16	2.69	2.69	2.59	2.65	2.49	2.52	2.61	2.75	2.57	2.68	2.29	2.50
89	2.72	3.00	2.15	2.18	2.48	2.65	2.50	2.68	2.47	2.54	2.59	2.76	2.55	2.69	2.34	2.41
Graduate																
86	3.47	3.53	2.84	3.21	3.79	3.71	3.03	3.51	3.27	3.61	3.50	3.63	3.46	3.59	3.14	3.49
87	3.48	3.56	3.22	3.20	3.69	3.56	3.36	3.45	2.72	1.69	3.50	3.64	3.47	3.58	3.59	3.22
88	3.45	3.54	2.74	3.04	3.60	2.97	3.33	3.56	3.38	3.42	3.49	3.63	3.44	3.57	3.44	3.68
89	3.51	3.59	3.03	3.05	3.81	4.00	3.56	3.34	3.27	3.51	3.52	3.61	3.49	3.56	3.57	3.20
Profess-ional																
86	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
87	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
88	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
89	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Southern Illinois University at Carbondale
Percent of Undergraduate Students in Academic Good Standing
by Racial/ethnic Background, Gender and Disability Status
Fall Semesters, 1986 - 1989

YEAR	Non-Resident		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Alien		Men		Men		Men		Men		Men		Men		Men	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Agriculture	86	90%	90%	90%	80%	N/A	100%	100%	100%	100%	79%	85%	79%	86%	75%	100%
	87	86%	90%	90%	67%	N/A	100%	100%	N/A	100%	78%	84%	78%	84%	67%	100%
	88	82%	100%	100%	80%	N/A	100%	100%	100%	100%	82%	86%	82%	87%	63%	75%
	89	81%	85%	85%	79%	N/A	100%	100%	50%	100%	80%	86%	80%	85%	73%	100%
Business	86	94%	98%	98%	70%	N/A	100%	89%	84%	86%	80%	87%	82%	87%	72%	100%
	87	94%	99%	99%	69%	100%	100%	90%	67%	88%	81%	84%	81%	85%	90%	67%
	88	94%	97%	97%	70%	100%	100%	89%	46%	91%	84%	90%	84%	88%	83%	91%
	89	95%	97%	97%	73%	100%	100%	85%	76%	71%	86%	91%	85%	89%	81%	100%
Communications and Fine Arts	86	81%	92%	92%	66%	100%	N/A	67%	78%	90%	84%	90%	83%	87%	88%	83%
	87	94%	100%	100%	72%	N/A	100%	89%	71%	75%	84%	90%	82%	88%	89%	63%
	88	93%	97%	97%	76%	50%	100%	82%	100%	93%	87%	91%	85%	90%	78%	62%
	89	95%	94%	94%	78%	100%	75%	77%	71%	71%	89%	91%	88%	89%	89%	73%

Southern Illinois University at Carbondale
Percent of Undergraduate Students in Academic Good Standing
by Racial/ethnic Background, Gender and Disability Status
Fall Semesters, 1986 - 1989

YEAR	Non-Resident		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Education	86	87%	83%	86%	100%	100%	100%	100%	94%	100%	95%	93%	95%	92%	94%	85%
	87	90%	94%	88%	100%	67%	100%	100%	100%	100%	95%	92%	95%	91%	93%	81%
	88	100%	100%	85%	100%	100%	100%	89%	100%	96%	96%	95%	96%	94%	88%	80%
	89	91%	100%	93%	100%	100%	96%	89%	100%	96%	95%	95%	95%	95%	82%	87%
Engineering and Technology	86	91%	85%	83%	86%	100%	83%	100%	92%	100%	87%	91%	87%	90%	69%	N/A
	87	89%	89%	85%	93%	N/A	85%	88%	91%	67%	88%	94%	88%	91%	62%	50%
	88	87%	100%	74%	100%	N/A	86%	83%	90%	86%	88%	88%	87%	86%	84%	100%
	89	89%	100%	87%	100%	N/A	89%	80%	94%	50%	90%	89%	90%	88%	96%	100%
Liberal Arts	86	88%	93%	65%	50%	N/A	50%	73%	80%	67%	78%	90%	77%	87%	67%	90%
	87	81%	98%	71%	67%	33%	65%	75%	67%	93%	79%	88%	78%	87%	72%	100%
	88	83%	100%	73%	50%	N/A	72%	82%	78%	86%	81%	90%	79%	89%	85%	78%
	89	84%	93%	72%	100%	50%	80%	91%	89%	82%	84%	89%	82%	87%	87%	61%

Southern Illinois University at Carbondale
Percent of Undergraduate Students in Academic Good Standing
by Racial/ethnic Background, Gender and Disability Status
Fall Semesters, 1986 - 1989

YEAR	Non-Resident		Black Non-Hispanic		Ind./Alaskan Nat.		Asian/Pac. Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Other Undergraduates																
86	100%	100%	100%	100%	N/A	N/A	100%	N/A	N/A	N/A	97%	100%	98%	100%	N/A	100%
87	100%	100%	83%	80%	N/A	100%	N/A	100%	100%	N/A	100%	96%	97%	96%	N/A	N/A
88	100%	100%	N/A	100%	N/A	N/A	N/A	N/A	100%	N/A	88%	100%	92%	100%	N/A	N/A
89	100%	100%	N/A	N/A	N/A	N/A	100%	N/A	100%	N/A	95%	100%	97%	100%	N/A	N/A
Science																
86	89%	89%	47%	63%	100%	N/A	92%	82%	60%	100%	74%	81%	73%	80%	57%	N/A
87	92%	100%	50%	63%	N/A	N/A	94%	86%	50%	100%	77%	87%	75%	85%	80%	100%
88	100%	94%	48%	66%	67%	100%	88%	86%	38%	75%	77%	84%	76%	83%	60%	N/A
89	88%	100%	57%	71%	100%	100%	95%	90%	71%	100%	78%	81%	78%	81%	87%	N/A
Social Work																
86	100%	N/A	75%	75%	N/A	N/A	100%	N/A	100%	40%	81%	89%	81%	85%	100%	67%
87	N/A	100%	61%	68%	67%	100%	N/A	N/A	86%	60%	85%	90%	82%	86%	100%	100%
88	N/A	N/A	63%	70%	100%	100%	67%	N/A	88%	100%	86%	91%	83%	88%	83%	100%
89	N/A	N/A	67%	88%	N/A	100%	100%	100%	N/A	N/A	92%	93%	91%	93%	71%	100%

Southern Illinois University at Carbondale
Percent of Undergraduate Students in Academic Good Standing
by Racial/ethnic Background, Gender and Disability Status
Fall Semesters, 1986 - 1989

YEAR	Non-Resident		Black Non-		Ind./Alaskan		Asian/Pac.		White Non-		TOTAL		Disabled	
	Alien		Hispanic		Nat.		Islander		Hispanic				Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Technical Careers - 2 yr														
86	72%	89%	46%	54%	100%	80%	71%	80%	82%	85%	78%	79%	79%	71%
87	82%	100%	52%	49%	75%	100%	85%	50%	82%	86%	78%	79%	76%	100%
88	69%	86%	49%	50%	57%	67%	75%	50%	81%	87%	77%	80%	81%	60%
89	75%	92%	50%	52%	100%	N/A	82%	100%	82%	88%	79%	82%	75%	69%
Technical Careers - 4 yr														
86	100%	90%	94%	89%	91%	100%	96%	91%	98%	97%	97%	95%	100%	100%
87	100%	100%	95%	96%	88%	100%	100%	100%	97%	95%	97%	95%	92%	100%
88	100%	100%	97%	94%	88%	100%	100%	100%	98%	96%	98%	96%	100%	67%
89	100%	78%	97%	99%	100%	100%	100%	100%	98%	97%	98%	97%	100%	67%
Undergraduate Academic Services														
86	59%	63%	55%	41%	60%	100%	54%	89%	62%	70%	60%	64%	50%	44%
87	54%	100%	56%	46%	100%	100%	48%	73%	63%	74%	62%	68%	40%	65%
88	64%	100%	34%	45%	75%	N/A	41%	58%	59%	74%	55%	68%	36%	79%
89	78%	85%	45%	43%	N/A	100%	67%	75%	60%	74%	60%	68%	49%	67%

Southern Illinois University at Carbondale
Percent of Undergraduate Students in Academic Good Standing
by Racial/ethnic Background, Gender and Disability Status
Fall Semesters, 1986 - 1989

YEAR	Non-Resident		Black Non-		Ind./Alaskan		Asian/Pac.		Hispanic		White Non-		TOTAL		Disabled	
	Alien		Hispanic		Nat.		Islander		Men		Hispanic		Men		Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
University Total																
Undergraduate	86	90%	94%	70%	64%	84%	87%	80%	87%	85%	83%	87%	83%	84%	71%	75%
	87	89%	98%	69%	66%	87%	85%	83%	79%	83%	84%	87%	83%	85%	71%	81%
	88	88%	97%	66%	67%	85%	88%	84%	76%	83%	84%	89%	83%	86%	69%	77%
	89	88%	93%	71%	69%	96%	91%	88%	85%	85%	85%	89%	84%	87%	76%	78%
Graduate	86	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	87	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	88	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	89	100%	100%	98%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	95%
Professional	86	100%	100%	100%	100%	N/A	100%	100%	100%	100%	100%	100%	100%	100%	N/A	100%
	87	100%	100%	100%	100%	N/A	100%	100%	100%	100%	100%	100%	100%	100%	N/A	100%
	88	100%	100%	100%	100%	N/A	N/A	100%	100%	100%	100%	100%	100%	100%	N/A	100%
	89	100%	N/A	100%	100%	N/A	N/A	100%	100%	100%	100%	100%	100%	100%	N/A	100%

Table 2.C
Academic Success of SIUC Medical Students

	Women		Minorities		Total
	#	%	#	%	
Graduated with Institutional Honors:					
in 1988	2	66.7%	0	0.0%	3
in 1989	3	42.9%	0	0.0%	7
in 1990	4	80.0%	0	0.0%	5

Members in Alpha Omega Alpha Honor
Medical Society:

in 1986	5	41.7%	0	0.0%	12
in 1987	4	36.4%	0	0.0%	11
in 1988	2	16.7%	0	0.0%	12
in 1989	4	36.4%	1	9.1%	11
in 1990	7	63.6%	0	0.0%	11

Percentage of Graduating Students Earning Honors
for at least One Junior Year Clerkship:

	White		Black, Non		Asian/PI
	Men	Women	Hispanic	Hispanic	
in 1986	67%	70%	20%	100%	100%
in 1987	78%	48%	0%	N/A	50%
in 1988	74%	79%	83%	100%	0%
in 1989	76%	88%	44%	0%	40%
in 1990	74%	82%	25%	N/A	67%

Southern Illinois University at Carbondale
Degrees Granted by Fiscal Year, Academic Unit, Racial/Ethnic Origin and Gender

COLLEGE	LEVEL	YEAR	Non-Resident		Black Non-		Ind./Alaskan		Asian/Pac.		Hispanic		White Non-		TOTAL		Unknown	
			Allen		Hispanic		Nat.		Islander		Men		Hispanic		Men		Students	
			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Agriculture	UGRAD	86	18	12	2	2	0	0	1	1	0	0	119	52	140	67	0	0
		87	20	3	1	1	0	0	0	2	1	0	104	49	126	55	0	0
		88	6	3	1	1	0	0	0	1	0	0	112	51	123	56	4	0
		89	6	3	3	1	0	0	0	0	0	1	125	42	135	47	1	0
	GRADUATE	86	20	4	0	1	0	0	0	0	0	1	24	9	44	15	0	0
		87	10	2	0	0	0	0	0	0	0	0	30	12	40	14	0	0
		88	20	4	1	0	0	0	1	0	0	1	26	4	48	9	0	0
		89	9	4	0	0	0	0	0	0	0	0	19	8	28	12	0	0
Business	UGRAD	86	95	51	16	13	1	0	2	3	3	0	302	161	419	228	0	0
		87	83	61	16	16	0	0	3	3	2	1	274	131	378	212	0	0
		88	88	45	19	9	0	1	7	4	2	1	259	147	378	207	3	0
		89	67	52	14	11	0	1	8	4	2	4	228	142	322	216	3	2
	GRADUATE	86	11	3	1	0	0	0	0	0	0	0	30	16	42	19	0	0
		87	7	3	0	1	0	0	0	0	1	0	20	15	28	19	0	0
		88	18	12	0	1	0	0	0	3	1	0	24	21	43	37	0	0
		89	29	15	1	0	0	0	0	1	0	0	18	15	48	31	0	0
Communications and Fine Arts	UGRAD	86	5	5	8	17	1	0	1	1	3	7	262	204	280	234	0	0
		87	12	8	15	10	0	0	2	3	1	3	272	204	302	228	0	0
		88	4	3	20	12	1	0	1	1	2	4	234	178	264	198	2	0
		89	9	9	13	27	1	0	1	1	4	0	188	199	219	237	3	1
	GRADUATE	86	9	4	1	2	1	0	0	0	0	0	35	23	46	29	0	0
		87	7	4	1	2	0	1	1	0	1	0	36	28	46	35	0	0
		88	5	4	2	1	0	0	0	0	0	2	31	27	38	34	0	0
		89	7	7	1	1	0	0	1	0	0	1	35	24	44	33	0	0

73

Southern Illinois University at Carbondale
Degrees Granted by Fiscal Year, Academic Unit, Racial/Ethnic Origin and Gender

COLLEGE Education	LEVEL	YEAR	Non-Resident		Black Non-		Ind./Alaskan		Asian/Pac.		Hispanic		White Non-		TOTAL		Unknown	
			Alien		Hispanic		Nat.		Islander		Men		Men		Men		Students	
			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Education	UGRAD	86	7	9	35	28	8	5	3	3	12	5	423	259	488	309	0	0
		87	2	4	48	21	3	2	5	4	12	5	443	296	513	332	0	0
		88	2	3	46	23	8	1	2	3	15	3	376	306	516	353	67	14
		89	1	6	41	39	5	2	6	5	18	10	390	332	525	411	64	17
Engineering and Technology	GRADUATE	86	34	24	7	14	0	2	1	3	4	6	117	160	163	209	0	0
		87	24	22	10	21	1	0	2	1	2	0	116	185	155	229	0	0
		88	23	27	10	16	0	1	0	1	1	2	107	157	143	206	2	2
		89	17	20	3	11	2	1	0	3	1	2	103	134	126	172	0	1
Engineering and Technology	UGRAD	86	64	9	24	4	3	0	18	1	9	1	489	31	607	46	0	0
		87	75	0	29	6	1	0	16	1	19	3	531	28	671	38	0	0
		88	79	4	39	5	3	0	23	4	18	0	531	31	744	45	51	1
		89	72	4	38	9	2	0	24	1	15	1	522	34	712	52	39	3
General University	GRADUATE	86	19	0	1	0	0	0	1	0	0	0	5	1	26	1	0	0
		87	19	0	1	0	0	0	1	0	0	0	7	3	28	3	0	0
		88	33	1	1	0	0	0	1	0	1	0	6	0	42	1	0	0
		89	26	2	0	0	0	0	3	0	0	0	12	1	41	3	0	0
General University	UGRAD	86	1	1	4	2	0	0	0	0	0	0	36	23	41	26	0	0
		87	0	1	5	1	0	0	0	0	0	0	23	19	28	21	0	0
		88	1	0	8	1	0	0	0	1	3	0	21	11	35	13	2	0
		89	0	0	8	0	0	0	0	0	2	0	19	19	29	19	0	0
General University	GRADUATE	86	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
		87	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0
		88	1	0	0	0	0	0	0	0	0	0	4	4	5	4	0	0
		89	2	2	0	2	0	0	0	0	0	0	1	8	3	12	0	0

Southern Illinois University at Carbondale
Degrees Granted by Fiscal Year, Academic Unit, Racial/Ethnic Origin and Gender

			Non-Resident		Black Non-		Ind./Alaskan		Asian/Pac.		Hispanic		White Non-		TOTAL		Unknown	
			Alien		Hispanic		Nat.		Islander		Hispanic		Hispanic				Students	
COLLEGE	LEVEL	YEAR	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Science	UGRAD	86	11	3	3	3	0	0	5	1	3	0	128	57	150	64	0	0
		87	7	4	4	3	0	0	1	5	2	1	101	57	115	70	0	0
		88	3	6	3	2	0	1	0	1	4	1	110	52	120	63	0	0
		89	6	3	7	4	0	0	2	1	1	1	105	49	121	59	0	1
	GRADUATE	86	26	13	2	0	0	0	0	1	0	0	50	12	78	26	0	0
		87	21	7	1	0	0	0	1	0	0	0	42	13	65	20	0	0
		88	19	9	0	0	0	0	3	3	1	0	39	12	62	24	0	0
		89	20	8	0	0	0	0	0	0	0	0	40	16	60	24	0	0
Social Work																		
	UGRAD	86	0	0	1	5	0	0	0	0	0	0	4	22	5	27	0	0
		87	1	0	0	3	0	0	0	0	0	0	7	28	8	31	0	0
		88	0	0	0	6	0	0	0	0	1	2	4	31	5	39	0	0
		89	0	0	2	3	0	0	0	0	0	0	6	34	8	37	0	0
	GRADUATE	87	0	0	0	0	0	0	0	0	0	0	1	4	1	4	0	0
		88	0	0	0	1	0	0	0	0	0	0	2	14	2	15	0	0
		89	0	0	0	0	0	0	0	1	0	0	3	7	3	8	0	0
Technical Careers 2-yr																		
	UGRAD	86	11	5	21	28	1	1	3	3	10	1	395	177	441	215	0	0
		87	11	6	18	25	0	0	3	2	10	4	346	186	388	223	0	0
		88	8	3	18	32	0	2	5	1	2	2	396	191	429	234	0	3
		89	4	4	25	25	0	1	3	1	3	1	356	165	396	200	5	3
Technical Careers 4-yr																		

Southern Illinois University at Carbondale
Degrees Granted by Fiscal Year, Academic Unit, Racial/Ethnic Origin and Gender

COLLEGE TOTAL	LEVEL	YEAR	Non-Resident		Black Non-		Ind./Alaskan		Asian/Pac.		Hispanic		White Non-		TOTAL		Unknown	
			Alien		Hispanic		Nat.		Islander		Men		Men		Men		Men	
			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
UGRAD	86	285	132	190	145	20	7	52	20	14	2886	1270	3489	1588	0	0	0	0
	87	262	108	211	137	8	7	50	28	18	2849	1277	3441	1575	0	0	0	0
	88	220	84	220	139	17	7	55	18	18	2783	1270	3538	1567	170	31	170	31
	89	193	99	228	177	16	4	66	18	30	2798	1308	3525	1671	146	35	146	35
GRADUATE	86	154	70	16	20	2	2	6	8	8	355	287	537	395	0	0	0	0
	87	132	64	14	31	1	2	10	1	0	308	314	469	412	0	0	0	0
	88	165	83	18	23	0	2	6	9	6	293	282	488	408	2	3	2	3
	89	143	79	12	18	2	1	6	10	4	286	265	451	378	0	1	0	1
PROFESS	86	0	0	5	4	1	0	1	1	2	115	37	122	44	0	0	0	0
	87	3	0	7	8	0	0	0	4	2	128	64	139	78	0	0	0	0
	88	2	1	5	5	0	0	6	0	1	130	56	143	63	0	0	0	0
	89	3	2	10	6	0	0	8	0	0	130	44	153	52	0	0	0	0

77

Table 3.B
Students Graduated, Still Enrolled, or Non-Persisting
from Southern Illinois University at Carbondale by Year of Attendance
Black, Non-Hispanic Males

Entering		Attendance Year							
First-time									
Fall	Freshmen	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
1980	179	Cumulative Graduates	0	0	13	33	40	46	48
		Still Enrolled	101	74	56	28	15	5	2
		Subtotal	101	74	69	61	55	51	50
		Non-persisting	78	105	110	118	124	128	129
1981	122	Cumulative Graduates	0	1	12	22	25	25	27
		Still Enrolled	73	57	30	12	11	8	2
		Subtotal	73	58	42	34	36	33	29
		Non-persisting	49	64	80	88	86	89	93
1982	164	Cumulative Graduates	0	0	13	23	29	33	
		Still Enrolled	96	79	53	22	5	4	
		Subtotal	96	79	66	45	34	37	
		Non-persisting	68	85	98	119	130	127	
1983	135	Cumulative Graduates	0	0	9	25	40		
		Still Enrolled	100	74	55	32	8		
		Subtotal	100	74	64	57	48		
		Non-persisting	35	61	71	78	87		
1984	185	Cumulative Graduates	0	1	5	37			
		Still Enrolled	122	80	59	27			
		Subtotal	122	81	64	64			
		Non-persisting	63	104	121	121			
1985	105	Cumulative Graduates	0	0	4				
		Still Enrolled	71	55	39				
		Subtotal	71	55	43				
		Non-persisting	34	50	62				
1986	126	Cumulative Graduates	0	0					
		Still Enrolled	79	69					
		Subtotal	79	69					
		Non-persisting	47	57					
1987	168	Cumulative Graduates	0						
		Still Enrolled	115						
		Subtotal	115						
		Non-persisting	53						

Table 3.B (continued)

Students Graduated, Still Enrolled, or Non-Persisting
from Southern Illinois University at Carbondale by Year of Attendance
Black, Non-Hispanic Females

	Entering		Attendance Year							
	First-time									
Fall	Freshmen		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
1980	194	Cumulative Graduates	0	2	24	51	55	61	63	
		Still Enrolled	127	96	59	20	12	1	0	
		Subtotal	127	98	83	71	67	62	63	
		Non-persisting	67	96	111	123	127	132	131	
1981	144	Cumulative Graduates	0	1	18	35	45	49	50	
		Still Enrolled	93	71	45	19	6	2	1	
		Subtotal	93	72	63	54	51	51	51	
		Non-persisting	51	72	81	90	93	93	93	
1982	210	Cumulative Graduates	0	0	21	39	49	61		
		Still Enrolled	133	94	57	36	15	0		
		Subtotal	133	94	78	75	64	61		
		Non-persisting	77	116	132	135	146	149		
1983	138	Cumulative Graduates	0	0	8	18	27			
		Still Enrolled	80	55	35	20	3			
		Subtotal	80	55	43	38	30			
		Non-persisting	58	83	95	100	108			
1984	186	Cumulative Graduates	0	0	16	60				
		Still Enrolled	125	95	65	17				
		Subtotal	125	95	81	77				
		Non-persisting	61	91	105	109				
1985	147	Cumulative Graduates	0	1	23					
		Still Enrolled	101	85	51					
		Subtotal	101	86	74					
		Non-persisting	46	61	73					
1986	146	Cumulative Graduates	0	2						
		Still Enrolled	87	74						
		Subtotal	87	76						
		Non-persisting	59	70						
1987	186	Cumulative Graduates	0							
		Still Enrolled	122							
		Subtotal	122							
		Non-persisting	64							

Table 3.B (continued)
Students Graduated, Still Enrolled, or Non-Persisting
from Southern Illinois University at Carbondale by Year of Attendance
Hispanic Males

Fall	Entering First-time Freshmen	Attendance Year						
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1980	18	Cumulative Graduates	0	0	1	4	6	7
		Still Enrolled	11	10	8	2	1	0
		Subtotal	11	10	9	6	7	7
		Non-persisting	7	8	9	12	11	11
1981	16	Cumulative Graduates	0	0	3	4	6	6
		Still Enrolled	11	8	4	4	0	1
		Subtotal	11	8	7	8	6	7
		Non-persisting	5	8	9	8	10	9
1982	11	Cumulative Graduates	0	0	1	2	2	2
		Still Enrolled	9	7	4	4	1	1
		Subtotal	9	7	5	6	3	3
		Non-persisting	2	4	6	5	8	8
1983	14	Cumulative Graduates	0	0	1	1	1	
		Still Enrolled	5	4	3	1	1	
		Subtotal	5	4	4	2	2	
		Non-persisting	9	10	10	12	12	
1984	21	Cumulative Graduates	0	0	3	8		
		Still Enrolled	15	9	8	1		
		Subtotal	15	9	11	9		
		Non-persisting	6	12	10	12		
1985	21	Cumulative Graduates	0	0	0			
		Still Enrolled	13	9	7			
		Subtotal	13	9	7			
		Non-persisting	8	12	14			
1986	22	Cumulative Graduates	0	0				
		Still Enrolled	15	12				
		Subtotal	15	12				
		Non-persisting	7	10				
1987	28	Cumulative Graduates	0					
		Still Enrolled	17					
		Subtotal	17					
		Non-persisting	11					

Table 3.B (continued)

Students Graduated, Still Enrolled, or Non-Persisting
from Southern Illinois University at Carbondale by Year of Attendance
Hispanic Females

Entering First-time		Attendance Year						
Fall	Freshmen	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1980	10	Cumulative Graduates	0	0	1	3	3	4
		Still Enrolled	8	4	3	1	1	0
		Subtotal	8	4	4	4	4	4
		Non-persisting	2	6	6	6	6	6
1981	10	Cumulative Graduates	0	0	2	4	4	4
		Still Enrolled	8	5	4	0	0	1
		Subtotal	8	5	6	4	4	5
		Non-persisting	2	5	4	6	6	5
1982	4	Cumulative Graduates	0	0	0	1	1	1
		Still Enrolled	1	1	1	0	0	0
		Subtotal	1	1	1	1	1	1
		Non-persisting	3	3	3	3	3	3
1983	7	Cumulative Graduates	0	0	1	3	3	
		Still Enrolled	5	4	1	0	0	
		Subtotal	5	4	2	3	3	
		Non-persisting	2	3	5	4	4	
1984	5	Cumulative Graduates	0	0	2	4		
		Still Enrolled	4	5	2	0		
		Subtotal	4	5	4	4		
		Non-persisting	1	0	1	1		
1985	13	Cumulative Graduates	0	0	4			
		Still Enrolled	7	6	2			
		Subtotal	7	6	6			
		Non-persisting	6	7	7			
1986	17	Cumulative Graduates	0	1				
		Still Enrolled	13	9				
		Subtotal	13	10				
		Non-persisting	4	7				
1987	25	Cumulative Graduates	0					
		Still Enrolled	18					
		Subtotal	18					
		Non-persisting	7					

Table 3.B (continued)
Students Graduated, Still Enrolled, or Non-Persisting
from Southern Illinois University at Carbondale by Year of Attendance
All Other Males *

Fall	Entering First-time Freshmen	Attendance Year						
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
1980	1,272	Cumulative Graduates	2	18	278	481	549	585
		Still Enrolled	865	727	413	173	61	29
		Subtotal	867	745	691	654	610	614
		Non-persisting	405	527	581	618	662	658
1981	1,290	Cumulative Graduates	4	28	309	505	559	584
		Still Enrolled	904	698	374	132	53	31
		Subtotal	908	726	683	637	612	615
		Non-persisting	382	564	607	653	678	675
1982	1,252	Cumulative Graduates	0	19	258	462	531	553
		Still Enrolled	863	679	389	135	33	25
		Subtotal	863	698	647	597	564	578
		Non-persisting	389	554	605	655	688	674
1983	1,131	Cumulative Graduates	0	27	240	426	499	
		Still Enrolled	784	607	341	124	42	
		Subtotal	784	634	581	550	541	
		Non-persisting	347	497	550	581	590	
1984	1,172	Cumulative Graduates	2	22	206	466		
		Still Enrolled	763	624	402	122		
		Subtotal	765	646	608	588		
		Non-persisting	407	526	564	584		
1985	1,128	Cumulative Graduates	4	26	233			
		Still Enrolled	747	608	387			
		Subtotal	751	634	620			
		Non-persisting	377	494	508			
1986	1,272	Cumulative Graduates	4	21				
		Still Enrolled	881	740				
		Subtotal	885	761				
		Non-persisting	387	511				
1987	1,472	Cumulative Graduates	2					
		Still Enrolled	981					
		Subtotal	983					
		Non-persisting	489					

* All Other Males and Females includes American Indian and Alaskan Native,
Asian and Pacific Islander, White Non-Hispanic, and non-resident alien students.

Table 3.B (continued)

Students Graduated, Still Enrolled, or Non-Persisting
from Southern Illinois University at Carbondale by Year of Attendance
All Other Females *

Entering		Attendance Year							
	First-time		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Fall	Freshmen								
1980	919	Cumulative Graduates	1	24	288	408	431	442	449
		Still Enrolled	687	537	211	60	16	15	4
		Subtotal	688	561	499	468	447	457	453
		Non-persisting	231	358	420	451	472	462	466
1981	876	Cumulative Graduates	0	26	272	390	422	436	441
		Still Enrolled	649	508	210	47	15	6	6
		Subtotal	649	534	482	437	437	442	447
		Non-persisting	227	342	394	439	439	434	429
1982	738	Cumulative Graduates	6	32	216	314	344	352	
		Still Enrolled	517	393	181	54	19	13	
		Subtotal	523	425	397	368	363	365	
		Non-persisting	215	313	341	370	375	373	
1983	729	Cumulative Graduates	3	24	254	346	374		
		Still Enrolled	550	443	173	51	14		
		Subtotal	553	467	427	397	388		
		Non-persisting	176	262	302	332	341		
1984	765	Cumulative Graduates	1	18	213	347			
		Still Enrolled	550	434	203	37			
		Subtotal	551	452	416	384			
		Non-persisting	214	313	349	381			
1985	869	Cumulative Graduates	0	20	301				
		Still Enrolled	674	541	220				
		Subtotal	674	561	521				
		Non-persisting	195	308	348				
1986	942	Cumulative Graduates	1	28					
		Still Enrolled	704	568					
		Subtotal	705	596					
		Non-persisting	237	346					
1987	1,058	Cumulative Graduates	2						
		Still Enrolled	803						
		Subtotal	805						
		Non-persisting	253						

* All Other Males and Females includes American Indian and Alaskan Native,
Asian and Pacific Islander, White Non-Hispanic, and non-resident alien students.

Table 3.C

Retention Information on Medical Students
Southern Illinois University-School of Medicine

Attrition Summary

	White Men	Women	Blacks	Hispanics	Asians/PI
1985	0	1T, 4W	0	0	0
1986	1T, 1W	1T, 4W	1D, 2W	1W	0
1987	2W	2T, 3W	2T, 2W	0	0
1988	3W	1 Dec, 1D, 1T, 1W	1D	1 Dec	0
1989	1W	1T, 2W	1T	0	0

KEY

Dec = Deceased

D = Dismissed

W = Withdrew

T = Transferred to other medical school

Students Taking More Than Four Years to Complete
the M.D. Degree (Includes Voluntary Leaves of Absence)

Original Graduating Year	White Men	Women	Blacks	Hispanics	Asians/PI
1986	1	1	0	0	0
1987	0	2	1	0	0
1988	0	1	3	0	0
1989	1	2	1	0	1
1990	<u>2</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>
Total	4	9	7	0	1

Table 4.A

Medical Students Who Were Initially Unmatched
Through the National Matching Program
Southern Illinois University-School of Medicine

	White Men	Women	Blacks	Hispanics	Asians/PI
1986	2	1	1	0	0
1987	3	2	1	0	0
1988	3	0	0	0	0
1989	1	2	3	0	1
1990	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	12	6	5	0	2

Southern Illinois University at Carbondale
Headcount Employment of faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Black, Non-Hispanic		Amer Indian/ Alaskan Nat.		Asian/Pacific Islander		Hispanic		White, Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Fall 1981	5	2	0	0	2	0	0	0	180	26	187	28
Fall 1983	7	3	0	0	3	0	0	0	175	31	185	34
Fall 1985	6	3	1	0	6	2	1	0	172	43	186	48
Fall 1987	10	5	1	0	4	2	1	0	167	39	183	46
Fall 1989	7	8	0	0	6	0	0	0	145	27	158	35

EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:

FACULTY:

Fall 1981	13	9	0	2	45	6	5	1	870	246	933	264
Fall 1983	10	6	0	1	45	10	4	1	862	240	921	258
Fall 1985	15	7	1	1	53	12	9	2	765	233	843	255
Fall 1987	15	6	1	1	59	8	10	0	784	243	869	258
Fall 1989	15	8	2	0	63	14	8	1	790	316	878	339

PROFESSIONAL NON-FACULTY:

Fall 1981	15	16	2	3	5	4	1	1	273	241	296	265
Fall 1983	6	15	2	1	4	3	0	0	240	220	252	239
Fall 1985	7	18	2	1	3	6	2	1	249	250	263	276
Fall 1987	11	20	2	0	3	6	1	3	258	277	275	306
Fall 1989	13	22	3	0	8	14	4	3	275	319	303	358

SECRETARIAL/CLERICAL:

Fall 1981	3	63	0	0	0	5	0	3	51	625	54	696
Fall 1983	6	66	0	0	0	5	1	2	49	592	56	665
Fall 1985	5	63	0	0	0	5	0	3	40	608	45	679
Fall 1987	4	62	0	1	1	2	0	6	41	620	46	691
Fall 1989	4	57	0	1	2	9	0	4	39	627	45	698

Southern Illinois University at Carbondale
Headcount Employment of faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Black, Non-Hispanic		Amer Indian/ Alaskan Nat.		Asian/Pacific Islander		Hispanic		White, Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
TECHNICAL/PARA-PROFESSIONAL:												
Fall 1981	15	8	0	0	0	5	0	0	130	93	145	106
Fall 1983	9	12	0	0	0	2	1	3	111	118	121	135
Fall 1985	14	13	0	0	0	4	0	0	131	120	145	137
Fall 1987	12	12	0	0	1	7	0	0	130	132	143	151
Fall 1989	14	11	1	0	0	5	1	0	136	123	152	139
SKILLED CRAFT:												
Fall 1981	9	0	0	0	0	0	1	0	126	5	136	5
Fall 1983	8	0	0	0	0	0	1	0	134	7	143	7
Fall 1985	10	0	0	0	0	0	1	0	134	6	145	6
Fall 1987	8	0	0	0	0	0	1	0	136	7	145	7
Fall 1989	7	0	0	0	0	0	1	0	137	7	145	7
SERVICE MAINTENANCE:												
Fall 1981	59	51	0	0	0	1	0	0	286	126	345	178
Fall 1983	55	49	0	0	2	2	0	0	297	116	354	167
Fall 1985	47	49	0	0	1	0	0	0	295	119	343	168
Fall 1987	45	55	0	0	1	2	0	0	297	122	343	179
Fall 1989	42	50	0	0	1	2	0	0	304	122	347	174
ALL SIUC EMPLOYEES:												
Fall 1981	119	149	2	5	52	21	7	5	1916	1362	2096	1542
Fall 1983	101	151	2	2	54	22	7	6	1868	1324	2032	1505
Fall 1985	104	153	4	2	63	29	13	6	1786	1379	1970	1569
Fall 1987	105	160	4	2	69	27	13	9	1813	1440	2004	1638
Fall 1989	102	156	6	1	80	44	14	8	1826	1541	2028	1750

Southern Illinois University at Carbondale
Headcount Employment of faculty and Administrative Staff
FULL-TIME PERMANENT NEW HIRES
by Racial/Ethnic Category and Gender

	Black, Non-Hispanic		Amer Indian/ Alaskan Nat.		Asian/Pacific Islander		Hispanic		White, Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women

EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:

Fall 1981	0	0	0	0	0	0	0	0	4	1	4	1
Fall 1983	0	0	0	0	0	0	0	0	0	0	0	0
Fall 1985	0	0	0	0	0	0	0	0	0	0	0	0
Fall 1987	1	0	0	0	1	0	0	0	4	0	6	0
Fall 1989	0	0	0	0	0	0	0	0	1	0	1	0

FACULTY:

Fall 1981	0	3	0	0	4	0	0	0	40	21	44	24
Fall 1983	0	0	0	0	2	0	1	0	14	8	17	8
Fall 1985	0	0	0	0	2	0	0	0	9	5	11	5
Fall 1987	3	0	0	0	7	1	4	0	43	16	57	17
Fall 1989	2	0	1	0	7	1	0	0	47	33	57	34

PROFESSIONAL NON-FACULTY:

Fall 1981	0	0	0	1	1	0	0	1	5	12	6	14
Fall 1983	1	3	0	0	0	0	0	0	8	11	9	14
Fall 1985	1	1	0	0	0	0	0	0	4	7	5	8
Fall 1987	3	0	0	0	1	2	0	0	8	20	12	22
Fall 1989	2	2	0	0	2	3	1	0	19	16	24	21

SECRETARIAL/CLERICAL:

Fall 1981	0	6	0	0	0	0	0	0	4	62	4	68
Fall 1983	0	2	0	0	0	0	1	0	5	48	6	50
Fall 1985	1	2	0	0	0	1	0	0	8	50	9	53
Fall 1987	0	1	0	0	0	0	0	0	3	39	3	40

Southern Illinois University at Carbondale
Headcount Employment of faculty and Administrative Staff
FULL-TIME PERMANENT NEW HIRES
by Racial/Ethnic Category and Gender

Black, Non-Hispanic		Amer Indian/ Alaskan Nat.		Asian/Pacific Islander		Hispanic		White, Non-Hispanic		TOTAL	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women

TECHNICAL/PARA-PROFESSIONAL:

Fall 1981	0	1	0	0	0	1	0	0	0	4	5	4	7
Fall 1983	0	1	0	0	0	0	0	0	0	3	7	3	8
Fall 1985	1	0	0	0	0	0	0	0	0	7	5	8	5
Fall 1987	0	0	0	0	0	0	0	0	0	4	6	4	6
Fall 1989	0	1	0	0	0	1	0	0	0	4	5	4	7

SKILLED CRAFT:

Fall 1981	0	0	0	0	0	0	0	0	0	3	0	3	0
Fall 1983	0	0	0	0	0	0	0	0	0	1	0	1	0
Fall 1985	0	0	0	0	0	0	0	0	0	4	0	4	0
Fall 1987	0	0	0	0	0	0	0	0	0	1	0	1	0
Fall 1989	0	0	0	0	0	0	0	0	0	4	0	4	0

SERVICE MAINTENANCE:

Fall 1981	3	0	0	0	0	0	0	0	0	16	12	19	12
Fall 1983	2	0	0	0	2	0	0	0	0	4	7	8	7
Fall 1985	0	1	0	0	0	0	0	0	0	8	8	8	9
Fall 1987	1	0	0	0	0	0	0	0	0	9	5	10	5
Fall 1989	1	2	0	0	0	1	0	0	0	5	6	6	9

ALL SIUC EMPLOYEES:

Fall 1981	3	10	0	1	5	1	0	0	1	76	113	84	126
Fall 1983	3	6	0	0	4	0	2	0	0	35	81	44	87
Fall 1985	3	4	0	0	2	1	0	0	0	40	75	45	80
Fall 1987	8	1	0	0	9	3	4	0	0	72	86	93	90
Fall 1989	5	7	1	0	10	8	1	0	0	85	91	102	106

SIUC School of Medicine Employee Headcount
ALL CIVIL SERVICE EMPLOYEES
by Racial/Ethnic Category and Gender

	MINORITIES		FEMALES		DISABLED		TOTAL
	Number	Percent	Number	Percent	Number	Percent	EMPLOYED

EXECUTIVE/ADMINSTRATIVE/MANAGERIAL:							
1985	1	0.0%	28	0.0%		N/A	45
1986	1	2.4%	27	65.9%		N/A	41
1987	1	2.3%	30	69.8%		N/A	43
1988	1	2.3%	32	74.4%		N/A	43
1989	1	2.3%	26	76.5%		N/A	34
PROFESSIONAL/NON-FACULTY:							
1985	2	2.0%	73	74.5%		N/A	98
1986	1	1.0%	75	75.0%		N/A	100
1987	0	0.0%	80	77.7%		N/A	103
1988	1	0.9%	85	78.0%		N/A	109
1989	1	1.1%	76	80.0%		N/A	95
SECRETARIAL/CLERICAL:							
1985	9	4.0%	214	94.3%		N/A	227
1986	12	5.2%	216	94.3%		N/A	229
1987	15	6.2%	226	93.8%		N/A	241
1988	14	5.6%	238	94.4%		N/A	252
1989	13	4.6%	263	93.9%		N/A	280
TECHNICAL/PAR-PROFESSIONAL:							
1985	4	4.0%	74	73.3%		N/A	101
1986	1	1.0%	74	72.5%		N/A	102
1987	2	2.1%	74	76.3%		N/A	97
1988	1	0.9%	80	74.8%		N/A	107
1989	5	3.5%	109	76.2%		N/A	143
SKILLED CRAFT:							
1985	1	16.7%	0	0.0%		N/A	6
1986	1	16.7%	0	0.0%		N/A	6
1987	2	28.6%	0	0.0%		N/A	7
1988	1	10.0%	0	0.0%		N/A	10
1989	1	8.3%	0	0.0%		N/A	12
SERVICE MAINTENANCE:							
1985	5	19.2%	4	15.4%		N/A	26
1986	4	14.3%	4	14.3%		N/A	28
1987	2	7.7%	3	11.5%		N/A	26
1988	2	5.6%	4	11.1%		N/A	36
1989	3	9.7%	4	12.9%		N/A	31
ALL CIVIL SERVICE EMPLOYEES:							
1985	22	4.4%	393	78.1%		N/A	503
1986	20	4.0%	396	78.3%		N/A	506
1987	22	4.3%	413	79.9%		N/A	517
1988	20	3.6%	439	78.8%		N/A	557
1989	24	4.0%	478	80.3%		N/A	595

SIUC School of Medicine
Headcount Employment of Full-time Faculty and Administrative Staff
by Racial/Ethnic Background and Gender

	Black,		Asian/Pacific		Hispanic		White, Non-Hispanic		TOTAL		TOTAL MINORITIES	
	Non-Hispanic		Islander		Men		Men		Men		Men	
	Men	Women	Men	Women	Men	Women	Men	Women	#	%	#	%
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:	1											
Fall 1977	1	1	0	0	1	0	46	6	48	7	12.7%	5.5%
Fall 1979	1	1	2	0	3	0	59	7	65	8	11.0%	9.6%
Fall 1981	2	0	1	1	2	0	60	11	65	12	15.6%	7.8%
Fall 1983	1	1	1	1	2	0	60	11	64	13	16.9%	7.8%
Fall 1985	2	1	1	0	2	0	60	14	65	15	18.8%	7.5%
Fall 1987	2	1	0	0	2	0	65	23	69	24	25.8%	5.4%
Fall 1989	1	1	0	0	1	0	51	45	53	46	46.5%	3.0%
FACULTY:	2											
Fall 1977	3	2	6	0	0	2	73	16	82	20	19.6%	12.7%
Fall 1979	2	2	7	2	0	1	80	15	89	20	18.3%	12.8%
Fall 1981	0	4	10	2	1	1	89	29	100	36	26.5%	13.2%
Fall 1983	2	3	10	2	2	1	98	29	112	35	23.8%	13.6%
Fall 1985	2	3	10	5	3	0	100	44	115	52	31.1%	13.8%
Fall 1987	2	2	16	6	3	0	102	49	123	57	31.7%	16.1%
Fall 1989	3	3	14	5	5	0	123	67	145	75	34.1%	13.6%

1

Includes employees in this category with or without rank and tenure.

2

Faculty includes tenure, tenure-track, and other faculty as reported in EEO-6 Reports.

Source: EEO-6 Reports.

SIUC School of Medicine Employee Headcount
FULL-TIME PERMANENT NEW HIRES
by Racial/Ethnic Category and Gender

	MINORITIES		FEMALES		DISABLED		TOTAL
	Number	Percent	Number	Percent	Number	Percent	VACANCIES
	-----		-----		-----		FILLED
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:							
1985	0	0.0%	0	0.0%	0	0.0%	0
1986	0	0.0%	0	0.0%	0	0.0%	1
1987	0	0.0%	2	100.0%	0	0.0%	2
1988	0	0.0%	1	100.0%	0	0.0%	1
1989	0	0.0%	3	100.0%	0	0.0%	3
PROFESSIONAL/NON-FACULTY:							
1985	3	37.5%	7	87.5%	0	0.0%	8
1986	0	0.0%	17	89.5%	0	0.0%	19
1987	0	0.0%	19	95.0%	0	0.0%	20
1988	1	4.0%	20	80.0%	0	0.0%	25
1989	0	0.0%	25	86.2%	0	0.0%	29
SECRETARIAL/CLERICAL:							
1985	3	5.9%	50	98.0%	0	0.0%	51
1986	7	9.7%	67	93.1%	0	0.0%	72
1987	3	3.0%	95	95.0%	1	1.0%	100
1988	4	3.9%	96	93.2%	1	1.0%	103
1989	1	1.0%	95	92.2%	2	1.9%	103
TECHNICAL/PAR-PROFESSIONAL:							
1985	0	0.0%	7	63.6%	1	9.1%	11
1986	2	14.3%	10	71.4%	0	0.0%	14
1987	0	0.0%	9	50.0%	0	0.0%	18
1988	2	9.1%	12	54.5%	0	0.0%	22
1989	0	0.0%	25	71.4%	1	2.9%	35
SKILLED CRAFT:							
1985	0	0.0%	0	0.0%	0	0.0%	1
1986	0	0.0%	0	0.0%	0	0.0%	4
1987	0	0.0%	1	25.0%	0	0.0%	4
1988	0	0.0%	0	0.0%	0	0.0%	3
1989	1	100.0%	0	0.0%	0	0.0%	1
SERVICE MAINTENANCE:							
1985	0	0.0%	0	0.0%	0	0.0%	3
1986	0	0.0%	0	0.0%	0	0.0%	4
1987	0	0.0%	1	10.0%	1	10.0%	10
1988	0	0.0%	0	0.0%	0	0.0%	6
1989	2	20.0%	2	20.0%	0	0.0%	10

SIUC School of Medicine Employee Headcount
FULL-TIME PERMANENT NEW HIRES
by Racial/Ethnic Category and Gender

	MINORITIES		FEMALES		DISABLED		TOTAL
	Number	Percent	Number	Percent	Number	Percent	VACANCIES FILLED
ALL CIVIL SERVICE NEW HIRES:							
1985	6	8.1%	64	86.5%	1	1.4%	74
1986	9	7.9%	94	82.5%	0	0.0%	114
1987	3	1.9%	127	82.5%	2	1.3%	154
1988	7	4.4%	129	80.6%	1	0.6%	160
1989	4	2.2%	150	82.9%	3	1.7%	181

FACULTY:							
FY86	4	14.3%	11	39.3%	N/A		28
FY87	4	14.8%	11	40.7%	N/A		27
FY88	4	19.0%	10	47.6%	N/A		21
FY89	4	10.0%	20	50.0%	N/A		40
FY90	2	7.4%	12	44.4%	N/A		27

ADMINISTRATIVE/PROFESSIONAL STAFF:							
FY86	3	15.0%	11	55.0%	N/A		20
FY87	4	14.8%	11	40.7%	N/A		27
FY88	5	12.8%	26	66.7%	N/A		39
FY89	10	27.0%	19	51.4%	N/A		37
FY90	5	15.2%	19	57.6%	N/A		33

Southern Illinois University at Carbondale *
 Headcount Employment of RAMP-defined Administrators
 by Racial/Ethnic Category and Gender

	Black, Non-Hispanic		Amer Ind/ Alaskan Native		Asian/Pacific Islander		Hispanic		White, Non-Hispanic		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Fall 1985	3	0	0	0	0	0	0	0	23	0	26	0
Fall 1986	3	0	0	0	0	0	0	0	22	0	25	0
Fall 1987	4	0	0	0	0	0	0	0	22	0	26	0
Fall 1988	4	0	0	0	0	0	0	0	21	1	25	1
Fall 1989	4	0	0	0	1	0	0	0	20	1	25	1

* Includes the Dean and Provost of the School of Medicine.

SIUC School of Medicine Promotion Data
ALL CIVIL SERVICE EMPLOYEES
by Racial/Ethnic Category and Gender

	MINORITIES		FEMALES		DISABLED		PROMOTIONS
	Number	Percent	Number	Percent	Number	Percent	GRANTED
	-----		-----		-----		-----
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:							
1985	0	0.0%	1	0.0%	0	0.0%	1
1986	0	0.0%	1	100.0%	0	0.0%	1
1987	0	0.0%	2	66.7%	0	0.0%	3
1988	0	0.0%	2	50.0%	0	0.0%	4
1989	0	0.0%	3	60.0%	0	0.0%	5
PROFESSIONAL/NON-FACULTY:							
1985	0	0.0%	3	50.0%	0	0.0%	6
1986	0	0.0%	11	91.7%	0	0.0%	12
1987	1	7.7%	11	84.6%	0	0.0%	13
1988	0	0.0%	19	95.0%	0	0.0%	20
1989	1	6.7%	13	86.7%	1	6.7%	15
SECRETARIAL/CLERICAL:							
1985	0	0.0%	28	93.3%	0	0.0%	30
1986	5	7.7%	61	93.8%	0	0.0%	65
1987	2	5.4%	37	100.0%	0	0.0%	37
1988	2	3.6%	55	98.2%	1	1.8%	56
1989	2	3.9%	44	86.3%	1	2.0%	51
TECHNICAL/PAR-PROFESSIONAL:							
1985	0	0.0%	5	55.6%	0	0.0%	9
1986	0	0.0%	10	76.9%	1	7.7%	13
1987	0	0.0%	5	62.5%	0	0.0%	8
1988	0	0.0%	14	70.0%	0	0.0%	20
1989	1	7.1%	9	64.3%	0	0.0%	14
SKILLED CRAFT:							
1985	0	0.0%	0	0.0%	0	0.0%	0
1986	0	0.0%	0	0.0%	0	0.0%	2
1987	0	0.0%	0	0.0%	0	0.0%	0
1988	0	0.0%	0	0.0%	0	0.0%	0
1989	0	0.0%	1	100.0%	0	0.0%	1
SERVICE MAINTENANCE:							
1985	0	0.0%	0	0.0%	0	0.0%	0
1986	0	0.0%	0	0.0%	0	0.0%	0
1987	1	100.0%	0	0.0%	0	0.0%	1
1988	4	100.0%	0	0.0%	0	0.0%	4
1989	0	0.0%	0	0.0%	0	0.0%	0
ALL CIVIL SERVICE EMPLOYEES:							
1985	0	0.0%	37	80.4%	0	0.0%	46
1986	5	5.4%	83	89.2%	1	1.1%	93
1987	4	6.5%	55	88.7%	0	0.0%	62
1988	6	5.8%	90	86.5%	1	1.0%	104
1989	4	4.7%	70	81.4%	2	2.3%	86

SIU School of Medicine
 Faculty¹ Promotion Statistics
 FY85 - FY90

	<u>Total Promoted</u>	<u># Min</u>	<u>% Min</u>	<u># Fem</u>	<u>% Fem</u>
FY85	6	2	33.3%	1	16.7%
FY86	5	1	20.0%	0	0.0%
FY87	10	1	10.0%	1	10.0%
FY88	11	1	9.1%	3	27.3%
FY89	9	2	22.2%	0	0.0%
FY90	9	3	33.3%	2	22.2%

¹Assistant Professor through Professor

CAMPUS-WIDE EVALUATION TABLES

Southern Illinois University at Edwardsville

Southern Illinois University at Edwardsville
Headcount Enrollment by Race/Ethnic Category, Gender
and Disability Status, by Student Level and School
Fall Quarters, 1988 - 1989

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF BUSINESS:																
Undergraduate																
Fall 1986	14	13	35	83	2	1	4	11	4	3	504	525	583	816	6	1
Fall 1987	14	11	29	50	2	1	4	8	4	4	431	468	484	543	3	1
Fall 1988	9	4	39	67	2	2	9	9	3	1	495	513	557	598	4	1
Fall 1989	8	5	37	59	0	1	5	8	5	2	530	544	583	816	8	2
Graduate																
Fall 1988	25	8	11	13	0	0	4	3	4	3	338	152	380	180	0	0
Fall 1987	27	15	13	8	0	1	3	3	4	2	338	171	385	201	0	0
Fall 1988	35	18	11	10	0	1	3	2	5	3	327	187	381	201	0	0
Fall 1989	29	11	24	14	0	0	4	2	5	1	359	170	421	198	0	0

SCHOOL OF DENTAL MEDICINE:

Professional																
Fall 1988	0	0	11	5	0	0	4	5	1	0	133	32	149	42	0	0
Fall 1987	0	0	8	4	0	0	8	5	1	2	128	34	143	45	0	0
Fall 1988	0	0	4	1	0	0	8	8	0	2	128	32	141	41	0	0
Fall 1989	1	0	7	2	0	0	11	8	3	3	129	38	151	47	0	0
Specialty Certificate																
Fall 1988	0	0	1	0	0	0	0	0	0	0	2	1	3	1	0	0
Fall 1987	0	0	0	0	0	0	0	0	0	0	2	2	2	2	0	0
Fall 1988	0	0	1	0	0	0	0	1	0	0	1	1	2	2	0	0
Fall 1989	0	0	1	0	0	0	0	1	0	0	1	1	2	2	0	0

SCHOOL OF EDUCATION:

Undergraduate																
Fall 1988	1	0	17	32	2	2	0	2	2	4	109	315	131	355	3	3
Fall 1987	0	0	14	25	2	3	0	0	2	4	109	375	127	407	1	4
Fall 1988	0	0	13	34	2	1	0	0	2	2	98	451	113	488	1	2
Fall 1989	1	0	8	54	1	1	1	0	1	1	117	508	128	842	0	3
Graduate																
Fall 1988	3	3	4	24	0	2	1	3	0	1	135	358	143	391	0	1
Fall 1987	1	3	7	20	0	1	1	3	1	3	156	385	168	415	2	0
Fall 1988	1	5	8	27	0	1	0	3	1	1	144	395	152	432	2	1
Fall 1989	1	3	4	21	1	0	1	1	2	2	127	394	136	421	1	1

NOTE: Fall Quarter Population Reflects 10th Day Headcounts
Undergraduates Include Freshmen, Sophomores, Junior, Senior, and Undeclared Undergraduate Students;
Graduates Include Masters, Undeclared Masters, Specialist Degree, and Doctorate Students

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanto		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF ENGINEERING:																
Undergraduate																
Fall 1988	41	3	31	7	1	0	9	4	5	0	393	52	480	88	5	0
Fall 1987	35	3	22	9	0	0	9	5	5	0	402	60	473	77	8	0
Fall 1988	34	2	27	7	2	0	13	4	8	0	408	88	490	79	8	0
Fall 1989	22	0	27	17	2	0	10	3	5	0	400	57	468	77	11	0
Graduate																
Fall 1988	15	0	0	2	0	0	1	0	0	0	28	5	44	7	0	0
Fall 1987	14	1	0	2	0	0	2	0	2	0	40	8	58	9	0	0
Fall 1988	23	2	1	1	0	0	2	1	3	0	38	4	87	8	0	0
Fall 1989	27	2	4	0	0	0	7	1	1	0	38	5	77	8	0	0
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
Fall 1988	2	2	33	45	0	1	2	1	3	4	228	278	286	331	2	1
Fall 1987	1	2	27	39	0	2	1	2	5	5	227	258	259	308	2	1
Fall 1988	1	5	25	32	0	4	0	2	3	3	241	288	270	344	3	5
Fall 1989	0	3	25	40	0	2	1	3	6	4	224	298	256	350	3	4
Graduate																
Fall 1988	1	7	4	11	0	0	0	1	0	1	39	85	44	105	0	0
Fall 1987	2	8	1	7	0	0	0	0	0	0	35	72	38	87	0	0
Fall 1988	3	9	4	12	0	0	0	0	1	1	37	77	44	89	0	0
Fall 1989	5	5	2	10	0	0	0	0	0	0	47	104	54	119	0	1
SCHOOL OF HUMANITIES:																
Undergraduate																
Fall 1988	0	1	1	4	0	0	0	2	0	1	24	82	25	70	2	0
Fall 1987	0	0	1	3	0	0	1	1	0	1	29	84	31	69	2	0
Fall 1988	0	0	1	8	0	0	1	1	0	1	31	87	33	78	2	0
Fall 1989	0	0	0	10	0	1	0	1	0	1	41	83	41	108	1	1
Graduate																
Fall 1988	1	2	1	0	0	0	0	0	0	0	23	18	25	20	0	0
Fall 1987	3	3	1	0	0	0	0	0	0	0	21	20	25	23	0	0
Fall 1988	1	3	2	1	0	0	0	0	1	1	19	23	22	28	0	0
Fall 1989	0	4	0	5	0	0	0	0	0	1	14	34	14	44	0	0

NOTES .Fall Quarter Population Reflects 10th Day Headcounts
 .Undergraduate Include Freshmen, Sophomores, Junior, Senior, and Undeclared Undergraduate Students;
 Graduate Include Masters, Undeclared Masters, Specialist Degree, and Doctorate Students

Southern Illinois University at Edwardsville
Headcount Enrollment by Race/Ethnic Category, Gender
and Oleeblod Status, by Student Level and School
Fall Quarters, 1986 - 1989

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Oleeblod Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF NURSING:																
Undergraduate																
Fall 1986	0	1	0	18	0	2	0	0	0	0	20	328	20	349	0	1
Fall 1987	0	1	2	24	0	0	0	2	0	0	18	322	20	349	0	2
Fall 1988	0	0	3	31	0	0	0	5	0	1	20	341	23	378	0	2
Fall 1989	0	0	3	40	0	0	0	8	0	1	23	301	28	348	0	1
Graduate																
Fall 1988	0	0	0	8	0	0	0	1	0	0	5	92	5	101	0	0
Fall 1987	0	1	0	7	0	0	0	0	0	1	8	124	8	133	0	0
Fall 1988	0	1	0	10	0	0	0	0	0	1	8	139	8	151	0	0
Fall 1989	0	1	1	9	0	1	0	0	0	0	7	120	8	131	0	0
SCHOOL OF SCIENCES:																
Undergraduate																
Fall 1988	8	3	14	11	0	0	4	3	5	4	243	171	274	182	0	0
Fall 1987	10	2	13	15	0	0	5	7	3	0	245	182	278	188	0	0
Fall 1988	8	2	11	18	0	0	3	4	4	1	221	159	245	184	0	0
Fall 1989	7	2	15	18	0	0	4	5	5	3	234	180	285	189	2	0
Graduate																
Fall 1988	14	3	4	1	0	0	4	3	1	1	58	35	81	43	0	0
Fall 1987	11	9	4	1	0	0	2	3	0	0	33	30	50	43	0	0
Fall 1988	15	11	4	1	0	0	1	5	2	0	83	48	85	83	0	0
Fall 1989	17	8	2	5	0	0	3	4	1	0	88	38	89	54	0	0
SCHOOL OF SOCIAL SCIENCES:																
Undergraduate																
Fall 1988	1	2	11	33	0	1	1	1	2	1	122	102	137	140	1	0
Fall 1987	4	1	14	32	1	1	0	2	1	1	104	108	124	143	2	3
Fall 1988	2	0	12	32	1	1	1	1	4	1	128	141	148	178	3	5
Fall 1989	1	0	17	33	1	0	0	0	1	0	165	158	185	188	4	4
Graduate																
Fall 1986	2	4	10	9	0	0	0	0	0	0	54	38	88	51	0	0
Fall 1987	4	7	13	7	0	0	1	0	0	0	85	53	83	87	0	0
Fall 1988	5	7	9	9	0	0	1	0	0	0	60	51	75	67	1	1
Fall 1989	7	7	7	7	0	0	2	0	0	0	82	54	78	88	0	1

NOTE9 .Fall Quarter Population Reflects 10th Day Headcounts
 .Undergraduate Include Freshmen, Sophomore, Junior, Senior, and Undeclared Undergraduate Students;
 Graduate Include Masters, Undeclared Masters, Specialist Degree, and Doctorate Students

UNDECLARED/UNCLASSIFIED:

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Aleutian Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Undergraduate																
Fall 1988	28	12	248	568	8	7	20	22	20	15	1524	1848	1848	2470	8	17
Fall 1987	22	8	248	511	7	2	15	21	24	17	1648	2045	1964	2804	21	15
Fall 1988	13	7	248	469	8	3	21	19	23	12	1560	1944	1871	2454	18	13
Fall 1989	17	2	257	458	8	8	20	18	18	17	1482	1781	1800	2281	22	11
Graduate																
Fall 1988	2	8	25	35	0	0	2	1	1	0	208	321	236	363	0	0
Fall 1987	3	2	19	44	0	1	1	4	0	0	178	410	201	461	0	0
Fall 1988	1	1	26	46	1	0	2	2	1	1	189	481	200	531	1	0
Fall 1989	3	0	25	74	0	0	1	0	4	3	181	333	214	410	2	1
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
Fall 1988	0	1	5	4	0	1	0	0	0	0	8	15	11	21	1	0
Fall 1987	0	0	1	4	0	1	0	0	0	0	5	12	8	17	0	0
Fall 1988	0	0	0	4	0	1	0	0	0	1	11	8	11	14	0	0
Fall 1989	0	0	1	4	0	0	0	0	0	0	8	8	10	12	0	0
SUMMARY:																
Undergraduate																
Fall 1988	85	38	395	785	11	15	40	48	41	32	3171	3894	3753	4810	28	23
Fall 1987	88	28	371	712	12	10	35	49	42	32	3218	3870	3784	4701	37	28
Fall 1988	65	20	379	703	13	12	48	45	45	23	3211	3888	3781	4781	44	28
Fall 1989	54	12	390	735	10	11	41	42	41	29	3225	3984	3781	4813	49	28
Graduate																
Fall 1988	83	34	71	108	0	2	18	17	7	8	1019	1137	1176	1304	0	1
Fall 1987	65	49	88	101	0	3	18	18	8	8	1000	1307	1157	1408	2	0
Fall 1988	84	57	88	118	1	2	17	20	12	10	895	1418	1177	1623	4	2
Fall 1989	80	39	77	147	1	1	28	15	18	10	1031	1290	1244	1502	3	4

NOTES .Fall Quarter Population Reflects 10th Day Headcount
 .Undergraduates Include Freshmen, Sophomore, Junior, Senior, and Undeclared Undergraduate Students
 .Graduates Include Masters, Undeclared Masters, Specialist Degrees, and Doctorate Students

Southern Illinois University at Edwardsville
Enrollments of Degree-Seeking First-Time Freshmen and Undergraduate Transfers
by Racial/Ethnic Category, Gender and Disability Status
Fall Quarters, 1988 - 1989

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Oisabled Studente	
	Man	Women	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman
FIRST-TIME FRESHMEN:																
Regular Admission																
Fall 1986	5	1	49	129	1	1	4	4	4	4	400	518	463	657	0	3
Fall 1987	2	1	34	60	1	1	1	7	2	2	331	408	371	479	3	0
Fall 1988	2	0	32	53	1	0	3	2	5	1	308	418	351	474	2	4
Fall 1989	8	0	28	63	0	2	2	4	3	5	324	385	365	459	1	1
Special Admission																
Fall 1988	0	0	6	15	0	1	0	0	0	1	17	27	23	44	0	1
Fall 1987	0	0	30	68	0	0	1	1	2	5	101	142	134	218	1	0
Fall 1988	0	0	30	57	1	0	2	3	3	1	94	148	130	209	1	1
Fall 1989	0	0	34	80	1	0	1	1	0	4	109	133	145	218	1	2
NEW UNDERGRADUATE TRANSFERS:																
Regular Admission																
Fall 1986	13	3	35	84	0	4	5	8	4	3	373	438	430	538	5	2
Fall 1987	13	1	40	63	2	0	2	3	4	3	371	503	432	573	0	0
Fall 1988	3	1	39	78	0	1	4	2	7	1	378	484	431	567	4	2
Fall 1989	9	1	48	80	1	1	9	4	4	2	364	437	435	525	5	3
Special Admission																
Fall 1986	0	0	12	14	0	0	1	0	0	0	46	26	59	40	1	1
Fall 1987	0	0	5	6	0	0	0	0	0	0	39	25	44	31	0	1
Fall 1988	0	0	10	11	0	0	0	0	0	0	40	21	50	32	2	0
Fall 1989	1	0	9	4	1	0	0	0	1	0	28	20	38	24	1	0

TES: . Fall quarter population reflects 10th Day headcounts.

. First-time freshman and new undergraduate transfers include summer and fall matriculants.

SCHOOL OF BUSINESS:

Undergraduate

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Fall 1988	3.68	4.03	3.35	3.40	D/W	O/W	3.44	3.64	3.62	4.08	3.73	3.97	3.70	3.91	3.85	O/W
Fall 1987	3.63	4.04	3.29	3.36	D/W	O/W	3.44	3.43	3.71	4.03	3.69	3.95	3.87	3.89	3.37	D/W
Fall 1988	3.71	4.25	3.28	3.43	D/W	D/W	3.81	3.68	3.36	O/W	3.88	3.98	3.68	3.91	3.71	D/W
Fall 1989	3.55	4.00	3.34	3.42	N/A	D/W	3.71	3.90	3.78	D/W	3.69	3.88	3.67	3.91	3.44	D/W

Graduate

Fall 1988	4.28	4.39	4.14	4.05	N/A	N/A	4.33	4.28	4.38	3.83	4.33	4.33	4.32	4.30	N/A	N/A
Fall 1987	4.21	4.41	4.11	4.20	N/A	O/W	4.67	4.20	4.42	D/W	4.38	4.39	4.34	4.38	N/A	N/A
Fall 1988	4.27	4.05	4.20	4.11	N/A	O/W	4.00	O/W	4.08	4.10	4.30	4.35	4.29	4.30	N/A	N/A
Fall 1989	4.45	4.22	4.08	3.81	N/A	N/A	4.29	D/W	4.31	D/W	4.33	4.34	4.32	4.31	N/A	N/A

SCHOOL OF EDUCATION:

Undergraduate

Fall 1988	D/W	N/A	3.38	3.42	O/W	O/W	N/A	D/W	D/W	3.15	3.88	4.06	3.80	3.98	4.34	3.88
Fall 1987	N/A	N/A	3.35	3.54	D/W	3.91	N/A	N/A	D/W	3.35	3.88	4.07	3.80	4.03	O/W	3.86
Fall 1988	N/A	N/A	3.20	3.45	D/W	D/W	N/A	N/A	D/W	O/W	3.70	4.09	3.65	4.04	O/W	O/W
Fall 1989	D/W	N/A	3.44	3.38	D/W	D/W	D/W	N/A	D/W	D/W	3.71	4.08	3.72	4.00	N/A	3.70

Graduate

Fall 1988	4.44	4.77	4.88	4.67	N/A	D/W	O/W	4.40	N/A	D/W	4.79	4.81	4.78	4.79	N/A	D/W
Fall 1987	O/W	4.88	4.58	4.71	N/A	D/W	D/W	4.78	D/W	4.59	4.74	4.79	4.72	4.78	D/W	N/A
Fall 1988	D/W	4.65	4.58	4.62	N/A	D/W	N/A	4.74	O/W	O/W	4.78	4.81	4.78	4.79	O/W	O/W
Fall 1989	D/W	4.88	4.86	4.71	O/W	N/A	D/W	O/W	O/W	D/W	4.78	4.82	4.78	4.81	O/W	O/W

SCHOOL OF ENGINEERING:

Undergraduate

Fall 1988	3.57	3.98	3.38	3.39	D/W	N/A	3.27	4.41	3.87	N/A	3.71	3.87	3.87	3.88	4.02	N/A
Fall 1987	3.53	4.12	3.29	3.41	N/A	N/A	3.71	4.54	3.94	N/A	3.71	3.88	3.68	3.88	3.87	N/A
Fall 1988	3.75	D/W	3.10	3.32	D/W	N/A	3.28	4.30	3.72	N/A	3.68	4.01	3.84	3.87	3.74	N/A
Fall 1989	3.84	N/A	3.43	3.44	D/W	N/A	3.68	4.28	3.43	N/A	3.73	4.02	3.71	3.90	3.52	N/A

Graduate

Fall 1988	4.67	N/A	N/A	D/W	N/A	N/A	O/W	N/A	N/A	N/A	4.82	4.77	4.83	4.72	N/A	N/A
Fall 1987	4.41	D/W	N/A	D/W	N/A	N/A	D/W	N/A	D/W	N/A	4.55	4.83	4.51	4.54	N/A	N/A
Fall 1988	4.80	D/W	D/W	O/W	N/A	N/A	O/W	D/W	4.23	N/A	4.55	4.78	4.55	4.58	N/A	N/A
Fall 1989	4.50	O/W	4.04	N/A	N/A	N/A	4.54	D/W	D/W	N/A	4.65	4.88	4.55	4.59	N/A	N/A

NOTES: . Fall quarter population reflects 10th Day headcount.

. Population includes on-campus students only.

. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
Graduates include masters, specialist, doctoral and unclassified graduate students.

. N/A indicates data are not applicable.

. D/W indicates data withheld in categories with fewer than 3 students.

Southern Illinois University at Edwardsville
Cumulative Grade Point Average of Students by Race/Ethnic Category,
Gender, and Disability Status, By Student Level and School
Fall Quarters, 1986 - 1989

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHDDL OF FINE ARTS AND COMM:																
Undergraduate																
Fall 1986	D/W	D/W	3.38	3.42	N/A	D/W	D/W	D/W	3.88	3.72	3.72	3.96	3.88	3.89	D/W	D/W
Fall 1987	D/W	D/W	3.22	3.52	N/A	D/W	D/W	D/W	3.97	4.06	3.72	4.05	3.88	3.98	D/W	D/W
Fall 1988	D/W	4.45	3.28	3.47	N/A	3.78	D/W	D/W	3.82	4.33	3.79	4.03	3.75	3.98	3.44	3.87
Fall 1989	N/A	4.40	3.41	3.43	N/A	D/W	D/W	4.24	3.77	4.05	3.79	4.05	3.78	3.99	3.28	3.90
Graduate																
Fall 1988	D/W	4.98	4.44	4.49	N/A	N/A	D/W	N/A	N/A	D/W	4.74	4.74	4.72	4.72	N/A	N/A
Fall 1987	D/W	4.68	D/W	4.60	N/A	N/A	N/A	N/A	N/A	N/A	4.71	4.69	4.69	4.88	N/A	N/A
Fall 1988	5.00	4.73	4.10	3.94	N/A	N/A	N/A	N/A	N/A	D/W	4.70	4.72	4.66	4.63	N/A	N/A
Fall 1989	4.67	4.58	D/W	4.51	N/A	N/A	N/A	N/A	N/A	N/A	4.76	4.75	4.74	4.72	N/A	D/W
SCHDDL OF HUMANITIES:																
Undergraduate																
Fall 1988	N/A	D/W	D/W	2.92	N/A	N/A	D/W	N/A	N/A	D/W	4.05	4.20	4.02	4.12	D/W	N/A
Fall 1987	N/A	N/A	D/W	3.16	N/A	N/A	D/W	N/A	N/A	D/W	3.99	4.23	3.96	4.17	D/W	N/A
Fall 1988	N/A	N/A	D/W	3.55	N/A	N/A	D/W	N/A	N/A	D/W	3.91	4.24	3.90	4.15	D/W	N/A
Fall 1989	N/A	N/A	N/A	3.74	N/A	D/W	D/W	N/A	N/A	D/W	4.03	4.28	4.03	4.23	D/W	D/W
Graduate																
Fall 1986	D/W	D/W	D/W	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.32	4.72	4.35	4.68	N/A	N/A
Fall 1987	4.87	4.83	D/W	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.52	4.71	4.51	4.70	N/A	N/A
Fall 1988	D/W	4.63	D/W	D/W	N/A	N/A	N/A	N/A	N/A	D/W	4.33	4.71	4.42	4.67	N/A	N/A
Fall 1989	N/A	4.32	N/A	4.51	N/A	N/A	N/A	N/A	N/A	D/W	4.54	4.68	4.54	4.64	N/A	N/A
SCHDDL OF NURSING:																
Undergraduate																
Fall 1988	N/A	D/W	N/A	3.55	N/A	D/W	N/A	N/A	N/A	N/A	3.94	4.10	3.94	4.06	N/A	D/W
Fall 1987	N/A	D/W	D/W	3.72	N/A	N/A	D/W	N/A	N/A	N/A	3.95	4.02	3.93	3.99	N/A	D/W
Fall 1988	N/A	N/A	4.18	3.87	N/A	N/A	3.95	N/A	N/A	D/W	3.84	4.02	3.89	3.98	N/A	D/W
Fall 1989	N/A	N/A	4.11	3.68	N/A	N/A	4.09	N/A	N/A	D/W	3.96	4.09	3.98	4.03	N/A	D/W
Graduate																
Fall 1988	N/A	N/A	N/A	4.60	N/A	N/A	D/W	N/A	N/A	N/A	4.35	4.62	4.35	4.62	N/A	N/A
Fall 1987	N/A	D/W	N/A	4.52	N/A	N/A	N/A	N/A	N/A	D/W	4.40	4.65	4.40	4.63	N/A	N/A
Fall 1988	N/A	D/W	N/A	4.37	N/A	N/A	N/A	N/A	N/A	D/W	4.56	4.69	4.56	4.67	N/A	N/A
Fall 1989	N/A	D/W	D/W	4.60	N/A	N/A	D/W	N/A	N/A	N/A	4.53	4.73	4.55	4.72	N/A	N/A

NOTES: . Fall quarter population reflects 10th Day headcounts.

. Population includes on-campus students only.

. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

. Graduates include masters, specialist, doctoral and unclassified graduate students.

. N/A indicates data are not applicable.

SCHOOL OF SCIENCES:

Undergraduate

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Fall 1988	3.89	4.11	3.48	3.47	N/A	N/A	3.32	4.04	3.72	3.80	3.79	3.97	3.77	3.94	N/A	N/A
Fall 1987	3.87	D/W	3.09	3.41	N/A	N/A	3.19	3.58	3.97	N/A	3.81	4.08	3.76	3.99	N/A	N/A
Fall 1988	3.77	D/W	3.18	3.33	N/A	N/A	3.09	3.33	3.88	D/W	3.77	3.97	3.73	3.90	3.98	N/A
Fall 1989	3.33	D/W	3.28	3.25	N/A	N/A	4.09	4.19	3.87	3.87	3.84	4.04	3.80	3.96	D/W	N/A

Graduate

Fall 1986	4.42	5.00	4.11	D/W	N/A	N/A	4.19	4.37	D/W	D/W	4.55	4.58	4.49	4.59	N/A	N/A
Fall 1987	4.51	4.35	4.31	D/W	N/A	N/A	D/W	4.32	N/A	N/A	4.54	4.68	4.52	4.81	N/A	N/A
Fall 1988	4.56	4.43	4.59	D/W	N/A	N/A	D/W	4.47	D/W	N/A	4.57	4.74	4.58	4.67	N/A	N/A
Fall 1989	4.44	4.55	D/W	4.57	N/A	N/A	4.30	4.15	D/W	N/A	4.48	4.72	4.48	4.65	N/A	N/A

SCHOOL OF SOCIAL SCIENCES:

Undergraduate

Fall 1988	D/W	D/W	3.45	3.29	N/A	D/W	D/W	D/W	D/W	D/W	3.80	4.05	3.78	3.85	D/W	N/A
Fall 1987	3.59	D/W	3.47	3.29	D/W	D/W	N/A	D/W	D/W	D/W	3.71	4.00	3.67	3.84	D/W	3.79
Fall 1988	D/W	N/A	3.39	3.10	D/W	D/W	D/W	D/W	3.81	D/W	3.75	3.96	3.71	3.81	3.67	4.04
Fall 1989	D/W	N/A	3.17	3.27	D/W	N/A	N/A	N/A	D/W	N/A	3.85	3.94	3.78	3.82	3.55	3.42

Graduate

Fall 1988	D/W	5.00	4.04	4.20	N/A	N/A	N/A	N/A	N/A	N/A	4.81	4.54	4.50	4.50	N/A	N/A
Fall 1987	4.41	4.43	4.19	4.42	N/A	N/A	D/W	N/A	N/A	N/A	4.58	4.69	4.51	4.63	N/A	N/A
Fall 1988	4.28	4.19	4.29	4.37	N/A	N/A	D/W	N/A	N/A	N/A	4.48	4.81	4.43	4.53	D/W	D/W
Fall 1989	4.39	4.83	4.33	4.28	N/A	N/A	D/W	N/A	N/A	N/A	4.56	4.89	4.50	4.64	N/A	D/W

UNDECLARED/UNCLASSIFIED:

Undergraduate

Fall 1988	3.46	3.87	2.88	2.98	2.00	3.07	3.41	3.90	3.38	3.57	3.39	3.70	3.31	3.55	3.65	3.46
Fall 1987	3.87	3.72	2.98	3.15	2.87	D/W	3.37	3.87	3.33	3.53	3.43	3.77	3.37	3.65	3.44	3.82
Fall 1988	3.68	4.28	2.81	3.07	3.46	4.00	3.33	4.09	3.30	3.74	3.42	3.73	3.34	3.81	3.33	3.57
Fall 1989	3.51	D/W	2.87	3.03	2.97	3.81	3.27	3.70	2.90	3.55	3.45	3.87	3.38	3.54	3.53	4.10

Graduate

Fall 1988	D/W	3.85	4.25	4.43	N/A	N/A	D/W	D/W	D/W	N/A	4.51	4.66	4.47	4.62	N/A	N/A
Fall 1987	3.58	D/W	4.27	4.34	N/A	D/W	D/W	5.00	N/A	N/A	4.41	4.74	4.38	4.70	N/A	N/A
Fall 1988	D/W	D/W	4.43	4.47	D/W	N/A	D/W	D/W	D/W	D/W	4.49	4.70	4.48	4.67	D/W	N/A
Fall 1989	4.80	N/A	4.12	4.43	N/A	N/A	D/W	N/A	3.78	4.78	4.47	4.73	4.41	4.87	D/W	D/W

NOTES: . Fall quarter population reflects 10th Day headcounts.

. Population includes on-campus students only.

. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
Graduates include masters, specialist, doctoral and unclassified graduate students.

. N/A indicates data are not applicable.

. D/W indicates data withheld in categories with fewer than 3 students.

Southern Illinois University at Edwardsville
Cumulative Grade Point Average of Students by Race/Ethnic Category,
Gender, and Disability Status, by Student Level and School
Fall Quarter, 1988 - 1989

	Non-resident Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
Fall 1986	N/A	D/W	3.06	3.95	N/A	D/W	N/A	N/A	N/A	N/A	3.46	3.99	3.30	3.89	D/W	N/A
Fall 1987	N/A	N/A	D/W	3.29	N/A	D/W	N/A	N/A	N/A	N/A	3.60	3.80	3.49	3.84	N/A	N/A
Fall 1988	N/A	N/A	N/A	3.43	N/A	D/W	N/A	N/A	D/W	N/A	3.63	4.38	3.63	4.03	N/A	N/A
Fall 1989	N/A	N/A	D/W	3.46	N/A	N/A	N/A	N/A	N/A	N/A	3.64	4.17	3.57	3.94	N/A	N/A
SUMMARY:																
Undergraduate																
Fall 1986	3.58	3.98	3.06	3.11	2.55	3.43	3.40	3.63	3.50	3.66	3.58	3.86	3.52	3.73	3.77	3.53
Fall 1987	3.82	4.02	3.07	3.23	3.23	3.70	3.48	3.80	3.53	3.71	3.58	3.89	3.53	3.79	3.51	3.79
Fall 1988	3.74	4.34	2.97	3.19	3.50	3.61	3.42	3.91	3.52	3.67	3.58	3.88	3.51	3.76	3.55	3.77
Fall 1989	3.64	4.18	3.05	3.19	3.17	4.02	3.58	3.93	3.38	3.68	3.62	3.67	3.56	3.77	3.52	3.90
Graduate																
Fall 1986	4.42	4.58	4.22	4.44	N/A	D/W	4.33	4.42	4.24	4.15	4.52	4.85	4.49	4.83	N/A	D/W
Fall 1987	4.31	4.45	4.27	4.42	N/A	4.98	4.51	4.57	4.41	4.44	4.51	4.69	4.48	4.86	D/W	N/A
Fall 1988	4.45	4.37	4.38	4.39	D/W	D/W	4.16	4.53	4.27	4.31	4.51	4.69	4.49	4.65	4.08	D/W
Fall 1989	4.48	4.49	4.18	4.46	D/W	D/W	4.37	4.35	4.21	4.76	4.52	4.71	4.48	4.68	4.41	4.02

NOTES: . Fall quarter population reflects 10th Day headcounts.

. Population includes on-campus students only.

. Undergraduate includes freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

. Graduate includes masters, specialist, doctoral and undeclared graduate students.

. N/A indicates data are not applicable.

SCHOOL OF BUSINESS:

Undergraduate

	Non-resident Alien		Black Non-Hisp.		Am. Indian / Aleaskan Native		Asian/Pacific Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Fall 1986	100%	100%	80%	86%	0/W	D/W	100%	82%	100%	100%	96%	87%	95%	96%	100%	0/W
Fall 1987	100%	100%	76%	90%	D/W	D/W	100%	78%	100%	100%	96%	97%	85%	86%	100%	0/W
Fall 1988	100%	100%	82%	88%	0/W	D/W	100%	89%	100%	0/W	98%	98%	98%	87%	100%	0/W
Fall 1989	83%	100%	86%	93%	N/A	D/W	100%	100%	80%	0/W	85%	98%	84%	87%	83%	0/W

Graduate

Fall 1986	89%	88%	80%	50%	N/A	N/A	87%	87%	100%	33%	63%	81%	84%	86%	N/A	N/A
Fall 1987	74%	100%	75%	70%	N/A	D/W	100%	100%	100%	0/W	86%	87%	85%	87%	N/A	N/A
Fall 1988	79%	71%	80%	87%	N/A	D/W	50%	D/W	60%	100%	81%	84%	80%	82%	N/A	N/A
Fall 1989	86%	80%	74%	50%	N/A	N/A	100%	D/W	100%	D/W	85%	84%	85%	81%	N/A	N/A

SCHOOL OF EDUCATION:

Undergraduate

Fall 1986	D/W	N/A	84%	85%	0/W	D/W	N/A	0/W	D/W	75%	97%	96%	97%	94%	100%	67%
Fall 1987	N/A	N/A	79%	82%	0/W	100%	N/A	N/A	D/W	75%	95%	88%	94%	98%	0/W	100%
Fall 1988	N/A	N/A	77%	91%	D/W	D/W	N/A	N/A	D/W	D/W	97%	88%	95%	98%	0/W	D/W
Fall 1989	D/W	N/A	75%	85%	0/W	D/W	D/W	N/A	0/W	D/W	86%	88%	95%	97%	N/A	100%

Graduate

Fall 1986	100%	67%	100%	100%	N/A	D/W	D/W	100%	N/A	D/W	85%	98%	98%	88%	N/A	D/W
Fall 1987	D/W	87%	100%	100%	N/A	D/W	D/W	100%	0/W	100%	97%	97%	97%	97%	0/W	N/A
Fall 1988	D/W	80%	100%	98%	N/A	D/W	N/A	100%	0/W	D/W	86%	99%	98%	99%	0/W	D/W
Fall 1989	D/W	100%	100%	95%	D/W	N/A	D/W	D/W	D/W	0/W	98%	100%	98%	89%	D/W	D/W

SCHOOL OF ENGINEERING:

Undergraduate

Fall 1986	83%	100%	81%	86%	D/W	N/A	85%	100%	100%	N/A	81%	92%	90%	92%	100%	N/A
Fall 1987	83%	100%	77%	89%	N/A	N/A	100%	100%	100%	N/A	91%	97%	90%	86%	100%	N/A
Fall 1988	94%	D/W	87%	71%	D/W	N/A	65%	100%	83%	N/A	88%	98%	87%	98%	100%	N/A
Fall 1989	91%	N/A	78%	86%	D/W	N/A	100%	100%	80%	N/A	83%	96%	82%	85%	82%	N/A

Graduate

Fall 1986	83%	N/A	N/A	D/W	N/A	N/A	D/W	N/A	N/A	N/A	100%	100%	86%	86%	N/A	N/A
Fall 1987	71%	D/W	N/A	D/W	N/A	N/A	D/W	N/A	D/W	N/A	80%	100%	79%	89%	N/A	N/A
Fall 1988	74%	D/W	D/W	D/W	N/A	N/A	D/W	D/W	100%	N/A	89%	100%	85%	88%	N/A	N/A
Fall 1989	85%	D/W	75%	N/A	N/A	N/A	88%	D/W	D/W	N/A	87%	100%	81%	100%	N/A	N/A

NOTES: . Fall quarter population reflects 10th Day headcounts.

. Population includes on-campus students only.

. Undergraduates include freshmen, sophomores, junior, senior, fifth-year (students pursuing 2nd bachelor's degree), and undeclared undergraduate students. Graduates include masters, specialist, doctoral, and unclassified graduate students.

. N/A indicates data are not applicable.

. D/W indicates data withheld in categories with fewer than 3 students.

Percent of Students in Good Standing by Racial/Ethnic Category,
Gender, and Disability Status, by Student Level and School
Fall Quarters, 1988 - 1989

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men		Men		Men		Men		Men		Men		Men		Men	
	Women		Women		Women		Women		Women		Women		Women		Women	
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
Fall 1988	O/W	O/W	82%	94%	N/A	D/W	D/W	D/W	100%	75%	88%	95%	88%	93%	O/W	O/W
Fall 1987	D/W	D/W	78%	82%	N/A	D/W	D/W	D/W	100%	100%	81%	97%	80%	86%	O/W	O/W
Fall 1988	D/W	100%	76%	86%	N/A	100%	N/A	N/A	100%	100%	95%	95%	83%	95%	87%	100%
Fall 1989	N/A	100%	88%	85%	N/A	D/W	100%	D/W	100%	100%	86%	98%	89%	85%	100%	100%
Graduate																
Fall 1988	D/W	57%	75%	81%	N/A	N/A	N/A	D/W	N/A	O/W	100%	98%	86%	95%	N/A	N/A
Fall 1987	D/W	75%	50%	86%	N/A	N/A	N/A	N/A	N/A	N/A	84%	90%	95%	86%	N/A	N/A
Fall 1988	87%	78%	50%	87%	N/A	N/A	N/A	N/A	N/A	D/W	100%	95%	93%	90%	N/A	N/A
Fall 1989	80%	80%	D/W	100%	N/A	N/A	N/A	N/A	N/A	N/A	86%	85%	84%	85%	N/A	D/W
SCHOOL OF HUMANITIES:																
Undergraduate																
Fall 1988	N/A	D/W	D/W	50%	N/A	N/A	N/A	D/W	N/A	D/W	100%	95%	100%	93%	O/W	N/A
Fall 1987	N/A	N/A	D/W	100%	N/A	N/A	D/W	D/W	N/A	D/W	93%	88%	84%	89%	O/W	N/A
Fall 1989	N/A	N/A	O/W	79%	N/A	N/A	D/W	D/W	N/A	D/W	100%	97%	100%	96%	O/W	N/A
Fall 1989	N/A	N/A	N/A	100%	N/A	O/W	O/W	N/A	N/A	O/W	85%	100%	85%	100%	O/W	D/W
Graduate																
Fall 1988	D/W	O/W	O/W	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83%	94%	80%	90%	N/A	N/A
Fall 1987	100%	87%	O/W	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90%	95%	92%	91%	N/A	N/A
Fall 1989	D/W	97%	O/W	O/W	N/A	N/A	N/A	N/A	N/A	O/W	79%	83%	82%	79%	N/A	N/A
Fall 1988	N/A	75%	N/A	100%	N/A	N/A	N/A	N/A	N/A	O/W	86%	94%	86%	93%	N/A	N/A
SCHOOL OF NURSING:																
Undergraduate																
Fall 1988	N/A	O/W	N/A	89%	N/A	O/W	N/A	N/A	N/A	N/A	100%	100%	100%	99%	N/A	O/W
Fall 1987	N/A	O/W	O/W	86%	N/A	N/A	N/A	N/A	N/A	N/A	100%	100%	100%	100%	N/A	O/W
Fall 1988	N/A	N/A	100%	97%	N/A	N/A	100%	N/A	N/A	D/W	100%	100%	100%	100%	N/A	O/W
Fall 1989	N/A	N/A	100%	97%	N/A	N/A	100%	N/A	N/A	D/W	100%	100%	100%	99%	N/A	O/W
Graduate																
Fall 1988	N/A	N/A	N/A	100%	N/A	N/A	O/W	N/A	N/A	N/A	90%	98%	90%	96%	N/A	N/A
Fall 1987	N/A	O/W	N/A	99%	N/A	N/A	N/A	N/A	N/A	O/W	93%	93%	83%	93%	N/A	N/A
Fall 1989	N/A	O/W	N/A	90%	N/A	N/A	N/A	N/A	N/A	O/W	86%	96%	100%	97%	N/A	N/A
Fall 1989	N/A	D/W	D/W	100%	N/A	O/W	N/A	N/A	N/A	N/A	100%	97%	100%	98%	N/A	N/A

NOTES: . Fall quarter population reflects 10th Day headcounts.

. Population includes on-campus students only.

. Undergraduates include freshmen, sophomores, junior, senior, fifth-year (students pursuing 2nd bachelor's degree), and undeclared undergraduate students. Graduates include masters, specialist, doctoral, and unclassified graduate students.

SCHOOL OF SCIENCES:

Undergraduate

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman

Fall 1988
Fall 1987
Fall 1988
Fall 1989

Graduate

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman

Fall 1988
Fall 1987
Fall 1988
Fall 1989

SCHOOL OF SOCIAL SCIENCES:

Undergraduate

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman

Fall 1988
Fall 1987
Fall 1988
Fall 1989

Graduate

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman

Fall 1988
Fall 1987
Fall 1988
Fall 1989

UNDECLARED/UNCLASSIFIED:

Undergraduate

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman

Fall 1988
Fall 1987
Fall 1988
Fall 1989

Graduate

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman	Man	Woman

Fall 1988
Fall 1987
Fall 1988
Fall 1989

NOTES: . Fall quarter population reflects 10th Day headcounts.

. Population includes on-campus students only.

. Undergraduates include freshmen, sophomores, juniors, seniors, fifth-year (students pursuing 2nd bachelor's degree), and undeclared undergraduate students. Graduates include masters, specialist, doctoral, and undeclared graduate students.

. N/A indicates data are not applicable.

. D/W indicates data withheld in categories with fewer than 3 students.

Percent of Students in Good Standing by Racial/Ethnic Category,
Gender, and Disability Status, by Student Level and School
Fall Quarters, 1986 - 1989

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
Fall 1986	N/A	D/W	90%	100%	N/A	D/W	N/A	N/A	N/A	N/A	100%	100%	92%	100%	D/W	N/A
Fall 1987	N/A	N/A	D/W	75%	N/A	D/W	N/A	N/A	N/A	N/A	90%	92%	97%	96%	N/A	N/A
Fall 1988	N/A	N/A	N/A	75%	N/A	D/W	N/A	N/A	N/A	D/W	91%	100%	91%	93%	N/A	N/A
Fall 1989	N/A	N/A	D/W	100%	N/A	N/A	N/A	N/A	N/A	N/A	88%	96%	90%	92%	N/A	N/A
SIUE SUMMARY																
Undergraduate																
Fall 1986	89%	93%	91%	78%	38%	90%	93%	86%	99%	99%	93%	95%	91%	93%	92%	88%
Fall 1987	99%	100%	73%	89%	91%	92%	89%	92%	82%	92%	91%	89%	89%	94%	89%	90%
Fall 1988	95%	100%	78%	91%	83%	100%	88%	91%	93%	98%	83%	89%	92%	94%	93%	88%
Fall 1989	87%	100%	71%	98%	96%	90%	96%	97%	98%	95%	83%	85%	91%	94%	92%	95%
Graduate																
Fall 1986	82%	65%	96%	93%	N/A	D/W	98%	79%	97%	83%	96%	94%	96%	91%	N/A	D/W
Fall 1987	96%	90%	89%	77%	N/A	100%	83%	94%	100%	100%	99%	93%	86%	90%	D/W	N/A
Fall 1988	73%	93%	97%	97%	D/W	D/W	90%	100%	92%	93%	87%	93%	98%	98%	67%	D/W
Fall 1989	83%	75%	92%	98%	D/W	D/W	80%	94%	90%	100%	90%	93%	89%	92%	75%	50%

NOTES: . Fall quarter population reflects 10th Day headcounts.

. Population includes on-campus students only.

. Undergraduates include freshmen, sophomores, junior, senior, fifth-year (students pursuing 2nd bachelor's degree), and undeclared undergraduate students. Graduates include masters, specialist, doctoral, and unclassified graduate students.

	Non-resid. Allen		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF BUSINESS:																
Undergraduate																
July 1, 1985 - June 30, 1988	8	0	18	24	0	0	2	1	3	2	204	188	231	195	0	0
July 1, 1988 - June 30, 1987	3	1	12	22	1	1	11	4	2	2	182	170	211	200	0	0
July 1, 1987 - June 30, 1988	5	3	9	17	0	0	5	7	1	3	187	200	187	230	0	1
July 1, 1988 - June 30, 1989	1	1	11	20	0	1	5	4	2	0	188	173	187	198	1	0
Graduate																
July 1, 1985 - June 30, 1988	8	1	4	1	0	0	5	2	2	0	184	48	181	52	0	0
July 1, 1988 - June 30, 1987	15	1	4	8	0	0	8	2	2	0	123	81	150	70	0	0
July 1, 1987 - June 30, 1988	2	4	3	3	0	0	7	0	0	1	92	45	104	53	0	0
July 1, 1988 - June 30, 1989	7	5	4	0	0	1	3	0	1	1	86	35	111	42	0	0
SCHOOL OF DENTAL MEDICINE:																
Professional																
July 1, 1985 - June 30, 1988	0	0	5	0	0	0	1	0	0	0	30	11	38	11	0	0
July 1, 1986 - June 30, 1987	0	0	3	1	0	0	0	0	0	0	33	8	38	7	0	0
July 1, 1987 - June 30, 1988	0	0	5	2	0	0	0	1	1	0	28	9	34	12	0	0
July 1, 1988 - June 30, 1989	0	0	1	0	0	0	0	1	0	0	21	5	22	8	0	0
Specialty Certificate																
July 1, 1985 - June 30, 1988	0	0	0	0	0	0	0	0	0	0	2	2	2	2	0	0
July 1, 1988 - June 30, 1987	0	0	0	0	0	0	0	0	0	0	2	2	2	2	0	0
July 1, 1987 - June 30, 1988	0	0	0	0	0	0	0	0	0	0	2	1	2	1	0	0
July 1, 1988 - June 30, 1989	0	0	1	0	0	0	0	1	0	0	1	1	2	2	0	0
SCHOOL OF EDUCATION:																
Undergraduate																
July 1, 1985 - June 30, 1986	0	0	5	8	0	0	0	1	1	0	33	110	39	119	0	1
July 1, 1988 - June 30, 1987	0	0	4	11	0	1	0	0	0	0	33	107	37	118	1	0
July 1, 1987 - June 30, 1988	0	0	4	11	1	1	0	0	1	1	41	180	47	173	0	2
July 1, 1988 - June 30, 1989	0	0	5	5	1	0	0	0	1	1	29	154	36	180	1	0
Graduate																
July 1, 1985 - June 30, 1988	2	0	2	8	0	0	0	0	1	1	60	109	65	116	0	0
July 1, 1986 - June 30, 1987	3	1	3	11	0	0	0	1	0	1	49	148	55	162	0	0
July 1, 1987 - June 30, 1988	0	0	1	9	0	1	0	0	0	1	57	145	58	157	0	0
July 1, 1988 - June 30, 1989	0	0	1	10	0	1	1	1	0	3	47	136	49	151	0	1

NOTES .Fall Quarter Population Reflects 10th Day Headcount
 .Undergraduates Include Freshmen, Sophomore, Junior, Senior, and Undeclared Undergraduate Students;
 Graduates Include Masters, Undeclared Masters, Specialist Degrees, and Doctorate Students

Southern Illinois University at Edwardsville
Degrees Completed by Racial/Ethnic Category, Gender
and Disability Status, by Student Level and School
July 1, 1985 - June 30, 1989

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF ENGINEERING:																
Undergraduate																
July 1, 1985 - June 30, 1988	10	0	5	1	0	0	6	3	0	1	82	11	103	16	0	0
July 1, 1988 - June 30, 1987	12	1	4	4	1	0	3	2	0	0	78	14	98	21	0	0
July 1, 1987 - June 30, 1988	1	0	7	2	0	0	7	2	2	0	68	10	83	14	0	0
July 1, 1988 - June 30, 1989	8	0	3	0	0	0	8	2	1	0	83	19	101	21	0	0
Graduate																
July 1, 1985 - June 30, 1988	2	0	0	0	0	0	0	0	0	0	7	0	8	0	0	0
July 1, 1988 - June 30, 1987	2	0	0	0	0	0	4	0	0	0	8	2	15	2	0	0
July 1, 1987 - June 30, 1988	1	0	0	0	0	0	2	0	0	0	8	0	11	0	0	0
July 1, 1988 - June 30, 1988	1	0	0	1	0	0	1	1	0	0	10	2	12	4	0	0
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
July 1, 1985 - June 30, 1988	0	1	5	10	0	0	0	0	0	1	53	79	58	81	0	0
July 1, 1988 - June 30, 1987	0	0	8	12	0	0	1	0	0	0	45	73	54	85	0	0
July 1, 1987 - June 30, 1988	0	0	7	8	0	0	0	0	1	1	48	81	58	91	0	0
July 1, 1988 - June 30, 1988	1	1	3	7	0	1	1	0	1	1	87	88	73	88	0	0
Graduate																
July 1, 1985 - June 30, 1988	1	1	0	2	0	0	0	0	0	0	13	38	14	39	0	0
July 1, 1986 - June 30, 1987	0	1	2	4	0	0	0	1	0	0	18	54	18	80	0	0
July 1, 1987 - June 30, 1988	1	1	0	1	0	0	0	0	0	1	12	40	13	43	0	0
July 1, 1988 - June 30, 1989	1	2	0	3	0	0	1	2	0	1	13	28	15	34	0	0
SCHOOL OF HUMANITIES:																
Undergraduate																
July 1, 1985 - June 30, 1988	0	0	1	2	0	0	0	0	0	0	7	8	8	10	0	0
July 1, 1988 - June 30, 1987	0	0	1	1	0	0	0	0	0	0	10	8	12	10	0	0
July 1, 1987 - June 30, 1988	0	0	0	0	0	0	0	0	0	0	8	22	8	22	0	0
July 1, 1988 - June 30, 1989	0	0	0	1	0	0	0	0	0	0	11	18	11	20	0	0
Graduate																
July 1, 1985 - June 30, 1988	0	0	0	2	0	0	0	0	0	0	1	9	1	11	0	0
July 1, 1988 - June 30, 1987	1	0	0	0	0	0	1	0	0	0	3	7	5	7	0	0
July 1, 1987 - June 30, 1988	0	0	0	1	0	0	0	0	0	0	7	7	7	8	0	0
July 1, 1988 - June 30, 1989	0	0	0	0	0	0	1	0	0	0	8	8	7	8	0	0

NOTES .Fall Quarter Population Reflects 10th Day Headcounts
Undergraduates Include Freshmen, Sophomores, Junior, Senior, and Undeclared Undergraduate Students
Graduates Include Masters, Undeclared Masters, Specialist Degrees, and Doctorate Students

SCHOOL OF NURSING:

Undergraduate

	Non-resid. Alien		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
July 1, 1985 - June 30, 1986	0	0	0	3	0	0	0	2	1	0	11	118	12	123	0	0
July 1, 1986 - June 30, 1987	0	0	0	7	0	2	0	0	0	0	9	141	9	150	0	0
July 1, 1987 - June 30, 1988	0	0	0	5	0	0	0	0	0	0	8	104	8	109	0	0
July 1, 1988 - June 30, 1989	0	0	0	5	0	0	0	2	0	0	8	141	8	148	0	1

Graduate

July 1, 1985 - June 30, 1988	0	0	0	2	0	0	0	1	0	0	1	13	1	16	0	0
July 1, 1988 - June 30, 1987	0	0	0	3	0	0	0	0	0	1	3	31	3	35	0	0
July 1, 1987 - June 30, 1988	0	0	0	4	0	0	0	0	0	0	1	15	1	19	0	0
July 1, 1988 - June 30, 1989	0	0	0	0	0	0	0	0	0	0	2	27	2	27	0	0

SCHOOL OF SCIENCES:

Undergraduate

July 1, 1985 - June 30, 1988	1	1	2	0	0	0	8	1	1	0	63	44	75	46	0	0
July 1, 1986 - June 30, 1987	1	2	3	0	0	0	2	1	1	3	55	59	82	65	0	0
July 1, 1987 - June 30, 1988	0	0	1	3	0	0	2	1	0	0	66	45	69	49	0	0
July 1, 1988 - June 30, 1989	1	0	4	1	0	0	2	0	1	0	55	51	63	52	0	0

Graduate

July 1, 1985 - June 30, 1988	1	0	1	0	0	0	1	0	1	0	22	10	28	10	0	0
July 1, 1988 - June 30, 1987	2	0	1	0	0	0	2	0	0	0	9	8	14	8	0	0
July 1, 1987 - June 30, 1988	3	0	1	1	0	0	2	0	1	0	19	4	28	5	0	0
July 1, 1988 - June 30, 1989	2	1	1	0	0	0	0	0	0	0	8	19	11	20	0	0

SCHOOL OF SOCIAL SCIENCES:

Undergraduate

July 1, 1985 - June 30, 1986	2	0	4	13	0	0	1	0	0	0	45	33	52	48	0	0
July 1, 1986 - June 30, 1987	1	1	4	10	0	0	1	0	0	0	49	35	55	48	0	0
July 1, 1987 - June 30, 1988	0	0	5	10	0	0	0	0	1	1	35	30	41	41	0	0
July 1, 1988 - June 30, 1989	2	0	3	8	0	0	2	1	2	0	43	48	52	57	1	1

Graduate

July 1, 1985 - June 30, 1988	1	0	5	4	0	0	1	0	1	0	17	15	25	19	0	0
July 1, 1986 - June 30, 1987	0	0	2	7	0	0	0	0	0	0	11	13	13	20	0	0
July 1, 1987 - June 30, 1988	0	0	3	4	0	0	0	0	0	0	20	16	23	20	0	0
July 1, 1988 - June 30, 1989	1	4	4	4	0	0	0	0	0	0	21	14	28	22	0	0

NOTES: Fall Quarter Population Reflects 10th Day Headcounts
Undergraduates Include Freshmen, Sophomores, Junior, Senior, and Undeclared Undergraduate Students;
Graduates Include Masters, Undeclared Masters, Specialist Degrees, and Doctorate Students

Southern Illinois University at Edwardsville
Degree Completed by Race/Ethnic Category, Gender
and Disability Status, by Student Level and School
July 1, 1985 - June 30, 1989

	Non-resid. Alton		Black Non-Hisp.		Am. Indian /Alaskan Native		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
July 1, 1985 - June 30, 1988	0	0	3	3	0	0	0	0	0	0	4	4	7	7	0	0
July 1, 1988 - June 30, 1987	0	0	1	3	0	0	0	0	1	1	5	4	7	8	1	0
July 1, 1987 - June 30, 1988	0	0	1	1	0	0	0	0	0	0	2	0	3	1	0	0
July 1, 1988 - June 30, 1989	0	0	0	1	0	1	0	0	0	0	2	8	2	8	0	0
SUMMARY:																
Undergraduate																
July 1, 1985 - June 30, 1988	19	2	41	64	0	0	17	8	8	4	502	575	585	653	0	1
July 1, 1988 - June 30, 1987	17	5	37	70	2	4	18	7	5	8	464	612	543	704	2	0
July 1, 1987 - June 30, 1988	8	3	34	60	1	1	14	10	8	8	439	852	600	730	0	3
July 1, 1988 - June 30, 1989	13	2	29	48	1	3	18	8	8	2	464	699	631	763	3	2
Graduate																
July 1, 1985 - June 30, 1988	13	2	17	17	0	0	8	3	5	1	317	253	380	278	0	0
July 1, 1988 - June 30, 1987	23	3	15	32	0	0	13	4	2	2	258	332	311	373	0	0
July 1, 1987 - June 30, 1988	7	5	13	25	0	1	11	1	2	3	248	283	278	318	0	0
July 1, 1988 - June 30, 1989	12	12	12	18	0	2	7	8	1	5	225	271	257	314	0	1

NOTES .Fall Quarter Population Reflects 10th Day Headcount
Undergraduates Include Freshmen, Sophomores, Junior, Senior, and Undeclared Undergraduate Students
Graduates Include Masters, Undeclared Masters, Specialist Degrees, and Doctorate Students

Black, Non-Hispanic Males

Entering Fall Term	N	Attendance Year								
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	
1980	66	Graduated By:	0	0	0	3	8	10	10	
		Still Enrolled in:	44	29	24	12	6	1	1	
		Sum	44	29	24	15	14	11	11	11
		Non-persisters	22	37	42	51	52	55	55	
1981	75	Graduated By:	0	0	0	5	6	6	9	
		Still Enrolled in:	30	24	17	9	8	8	4	
		Sum	30	24	17	14	14	14	13	
		Non-persisters	45	51	58	61	61	61	62	
1982	57	Graduated By:	0	0	1	1	2	2	2	
		Still Enrolled in:	30	23	17	15	7	7	7	
		Sum	30	23	18	16	9	9	9	
		Non-persisters	27	34	39	41	48	48		
1983	55	Graduated By:	0	0	1	2	3			
		Still Enrolled in:	34	26	21	13	14			
		Sum	34	26	22	15	17			
		Non-persisters	21	29	33	40	38			
1984	77	Graduated By:	0	0	3	5				
		Still Enrolled in:	45	34	21	14				
		Sum	45	34	24	19				
		Non-persisters	32	43	53	58				
1985	72	Graduated By:	0	0	0					
		Still Enrolled in:	32	24	22					
		Sum	32	24	22					
		Non-persisters	40	48	50					
1986	53	Graduated By:	0	0						
		Still Enrolled in:	33	19						
		Sum	33	19						
		Non-persisters	20	34						
1987	60	Graduated By:	0							
		Still Enrolled in:	35							
		Sum	35							
		Non-persisters	25							

NOTES: . 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.

. 'Years' are comprised of summer through spring terms.

. 'Sum' indicates the number of students graduated by or still enrolled during the designated year.

Southern Illinois University at Edwardsville
Students Graduated, Still Enrolled, or Non-Persisting
by Year of Attendance

Black, Non-Hispanic Females

Entering Fall Term	N	Attendance Year								
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	
1980	152	Graduated By:	0	0	5	13	20	23	26	
		Still Enrolled in:	101	62	48	29	13	9	5	
		Sum	101	62	53	42	33	32	31	30
		Non-persisters	51	90	99	110	119	120	121	
1981	150	Graduated By:	0	0	4	10	16	16	18	
		Still Enrolled in:	65	44	30	20	11	5	3	
		Sum	65	44	34	30	27	21	21	
		Non-persisters	85	106	116	120	123	129	129	
1982	151	Graduated By:	0	0	3	9	13	18		
		Still Enrolled in:	98	61	38	28	18	6		
		Sum	98	61	41	37	31	24		
		Non-persisters	53	90	110	114	120	127		
1983	110	Graduated By:	0	0	2	7	14			
		Still Enrolled in:	71	45	35	22	13			
		Sum	71	45	37	29	27			
		Non-persisters	39	65	73	81	83			
1984	157	Graduated By:	0	0	1	7				
		Still Enrolled in:	97	65	44	26				
		Sum	97	65	45	33				
		Non-persisters	60	92	112	124				
1985	141	Graduated By:	0	0	0					
		Still Enrolled in:	73	44	34					
		Sum	73	44	34					
		Non-persisters	68	97	107					
1986	141	Graduated By:	0	0						
		Still Enrolled in:	88	64						
		Sum	88	64						
		Non-persisters	53	77						
1987	123	Graduated By:	0							
		Still Enrolled in:	80							
		Sum	80							
		Non-persisters	43							

NOTES: . 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.

. 'Years' are comprised of summer through spring terms.

'Sum' indicates the number of students graduated by or still enrolled during the designated year.

Hispanic Males

Entering Fall Term	N	Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
1980	5	Graduated By:	0	0	0	0	0	0	0		
		Still Enrolled in:	3	2	2	2	1	1	1		
		Sum	3	2	2	2	1	1	1		1
1981	4	Non-persisters	2	3	3	3	4	4			
		Graduated By:	0	0	1	1	2	2	2		
		Still Enrolled in:	4	2	1	1	0	0	0		
1982	2	Sum	4	2	2	2	2	2	2		
		Non-persisters	0	2	2	2	2	2	2		
		Graduated By:	0	0	0	0	0	0	0		
1983	2	Still Enrolled in:	2	0	0	0	0	0	0		
		Sum	2	0	0	0	0	0	0		
		Non-persisters	0	2	2	2	2	2	2		
1984	1	Graduated By:	0	0	0	0	0	0	0		
		Still Enrolled in:	1	0	0	0	0	0	0		
		Sum	1	0	0	0	0	0	0		
1985	5	Non-persisters	1	2	2	2	2	2	2		
		Graduated By:	0	0	0	0	0	0	0		
		Still Enrolled in:	4	4	1	1	3	4	4		
1986	5	Sum	4	4	4	4	4	4	4		
		Non-persisters	1	1	1	1	1	1	1		
		Graduated By:	0	0	0	0	0	0	0		
1987	4	Still Enrolled in:	4	2	3	3	2	2	2		
		Sum	4	2	3	3	2	2	2		
		Non-persisters	1	3	1	1	3	3	3		

NOTES: 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.

'Years' are comprised of summer through spring terms.

'Sum' indicates the number of students graduated by or still enrolled during the designated year.

Southern Illinois University at Edwardsville
Students Graduated, Still Enrolled, or Non-Persisting
by Year of Attendance

Hispanic Females

Entering Fall Term	N	Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
1980	3	Graduated By:	0	0	1	3	3	3			
		Still Enrolled in:	3	3	2	0	0	0			
		Sum	3	3	3	3	3	3		3	
1981	4	Non-persisters	0	0	0	0	0	0			
		Graduated By:	0	0	1	1	1	2			
		Still Enrolled in:	3	3	2	1	1	0			
1982	5	Sum	3	3	3	2	2	2			
		Non-persisters	1	1	1	2	2	2			
		Graduated By:	0	0	0	0	0	0			
1983	2	Still Enrolled in:	2	3	1	1	0	0			
		Sum	2	3	1	1	0	0			
		Non-persisters	3	2	4	4	5				
1984	3	Graduated By:	0	0	0	1	1				
		Still Enrolled in:	2	2	1	0	0				
		Sum	2	2	1	1	1				
1985	7	Non-persisters	0	0	1	1	1				
		Graduated By:	0	0	1	1	1				
		Still Enrolled in:	3	3	2	2	2				
1986	5	Sum	3	3	3	3	3				
		Non-persisters	0	0	0	0	0				
		Graduated By:	0	0	1	1	1				
1987	8	Still Enrolled in:	3	2	1	0	0				
		Sum	3	2	2	2	2				
		Non-persisters	4	5	5	5					
1988	5	Graduated By:	0	0							
		Still Enrolled in:	5	2							
		Sum	5	2							
1989	3	Non-persisters	0	3							
		Graduated By:	0	0							
		Still Enrolled in:	4	2							
1990	4	Sum	4	2							
		Non-persisters	4	5							
		Graduated By:	0	0							

NOTES: 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.

'Years' are comprised of summer through spring terms.

'Sum' indicates the number of students graduated by or still enrolled during the designated year.

All Other Males

Entering Fall Term	N	Attendance Year								
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	
1980	515	Graduated By:	0	1	51	133	166	183	189	
		Still Enrolled in:	361	295	214	117	69	38	34	
		Sum	361	296	265	250	235	221	223	222
		Non-persisters	154	219	250	265	280	294	292	
		Graduated By:	0	2	58	115	134	148	158	
		Still Enrolled in:	325	254	180	104	62	48	34	
1981	487	Sum	325	256	238	219	196	196	192	
		Non-persisters	162	231	249	268	291	291	295	
		Graduated By:	0	1	64	115	141	158		
		Still Enrolled in:	316	252	162	95	52	34		
		Sum	316	253	226	210	193	192		
		Non-persisters	156	219	246	262	279	280		
1982	472	Graduated By:	0	0	35	86	112			
		Still Enrolled in:	290	230	165	99	58			
		Sum	290	230	200	185	170			
		Non-persisters	137	197	227	242	257			
		Graduated By:	0	0	24	72				
		Still Enrolled in:	270	222	162	91				
1984	411	Sum	270	222	186	163				
		Non-persisters	141	189	225	248				
		Graduated By:	0	1	33					
		Still Enrolled in:	294	232	177					
		Sum	294	233	210					
		Non-persisters	152	213	236					
1985	446	Graduated By:	0	0						
		Still Enrolled in:	283	221						
		Sum	283	221						
		Non-persisters	125	187						
		Graduated By:	0							
		Still Enrolled in:	288							
1986	408	Sum	288							
		Non-persisters	132							
		Graduated By:								
		Still Enrolled in:								
		Sum								
		Non-persisters								
1987	420	Graduated By:	0							
		Still Enrolled in:	288							
		Sum	288							
		Non-persisters	132							
		Graduated By:								
		Still Enrolled in:								
		Sum								
		Non-persisters								
		Graduated By:								

NOTES: . 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.

. 'Years' are comprised of summer through spring terms.

. 'Sum' indicates the number of students graduated by or still enrolled during the designated year.

. 'All Other Males' includes the ethnic categories of American Indian/Alaskan Native, Asian/Pacific Islander, Non-Resident Alien and White Non-Hispanic.

Southern Illinois University at Edwardsville
Students Graduated, Still Enrolled, or Non-Persisting
by Year of Attendance

All Other Females

Entering Fall Term	N		Attendance Year							
			Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
1980	499	Graduated By:	1	3	75	160	180	188	194	
		Still Enrolled in:	357	276	171	61	39	22	19	
		Sum	358	279	246	221	219	210	213	211
		Non-persisters	141	220	253	278	280	289	286	
1981	476	Graduated By:	0	2	70	147	169	174	179	
		Still Enrolled in:	321	245	148	63	36	25	17	
		Sum	321	247	218	210	205	199	196	
		Non-persisters	155	229	258	266	271	277	280	
1982	471	Graduated By:	0	1	78	159	186	192		
		Still Enrolled in:	331	260	162	69	33	29		
		Sum	331	261	240	228	219	221		
		Non-persisters	140	210	231	243	252	250		
1983	567	Graduated By:	0	2	84	185	214			
		Still Enrolled in:	411	313	205	88	47			
		Sum	411	315	289	273	261			
		Non-persisters	156	252	278	294	306			
1984	448	Graduated By:	0	2	82	147				
		Still Enrolled in:	317	265	164	80				
		Sum	317	267	246	227				
		Non-persisters	131	181	202	221				
1985	485	Graduated By:	0	1	86					
		Still Enrolled in:	354	291	180					
		Sum	354	292	266					
		Non-persisters	131	193	219					
1986	519	Graduated By:	0	0						
		Still Enrolled in:	354	296						
		Sum	354	296						
		Non-persisters	165	223						
1987	529	Graduated By:	0							
		Still Enrolled in:	379							
		Sum	379							
		Non-persisters	150							

NOTES: . 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.

. 'Years' are comprised of summer through spring terms.

. 'Sum' indicates the number of students graduated by or still enrolled during the designated year.

Southern Illinois University at Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:												
Fall 1981	9	7	0	0	2	2	0	0	132	38	143	47
Fall 1983	7	14	0	0	1	0	0	0	124	35	132	49
Fall 1985	7	13	0	0	2	0	0	1	126	35	135	49
Fall 1987	7	12	0	0	2	0	1	0	132	43	142	55
Fall 1989	8	12	0	0	3	0	1	0	132	48	144	60
FACULTY:												
Fall 1981	34	23	0	0	19	1	1	1	423	145	477	170
Fall 1983	17	13	0	0	18	2	1	1	383	144	419	160
Fall 1985	12	10	0	0	22	3	1	1	380	178	415	192
Fall 1987	11	11	0	0	29	1	1	2	370	180	411	194
Fall 1989	12	11	0	0	26	3	1	2	360	197	399	213
PROFESSIONAL NON-FACULTY:												
Fall 1981	14	22	0	0	2	0	0	1	93	91	109	114
Fall 1983	27	76	0	0	3	1	0	0	90	94	120	171
Fall 1985	23	56	0	0	2	0	1	0	84	104	110	160
Fall 1987	22	37	0	0	4	2	1	0	102	117	129	156
Fall 1989	25	40	0	0	5	4	0	0	74	91	104	135
SECRETARIAL/CLERICAL:												
Fall 1981	3	31	0	0	0	0	0	1	14	298	17	330
Fall 1983	1	27	0	0	0	0	0	0	9	288	10	315
Fall 1985	3	24	0	0	0	0	0	1	11	307	14	332
Fall 1987	4	21	0	0	0	0	0	0	10	226	14	247
Fall 1989	6	36	0	0	0	0	0	0	29	354	35	390
TECHNICAL/PARA-PROFESSIONAL:												
Fall 1981	5	2	0	0	1	0	0	0	50	81	56	83
Fall 1983	6	25	0	0	0	1	0	1	54	59	60	86
Fall 1985	7	51	0	0	0	2	0	1	66	72	73	126
Fall 1987	7	61	0	0	0	1	1	3	50	65	58	130
Fall 1989	7	69	0	0	0	2	0	3	47	82	54	156

Southern Illinois University at Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SKILLED CRAFT:												
Fall 1981	3	0	0	0	0	0	0	0	69	0	72	0
Fall 1983	2	0	0	0	0	0	0	0	70	0	72	0
Fall 1985	3	0	0	0	0	0	0	0	78	0	81	0
Fall 1987	2	0	0	0	0	0	0	0	63	0	65	0
Fall 1989	2	0	0	0	0	0	0	0	70	0	72	0
SERVICE MAINTENANCE:												
Fall 1981	12	7	0	0	2	1	0	0	86	39	100	47
Fall 1983	13	11	0	0	2	0	0	0	92	47	107	58
Fall 1985	14	11	0	0	2	0	1	0	143	56	160	67
Fall 1987	19	9	0	0	1	0	0	0	96	47	116	56
Fall 1989	30	10	0	0	1	0	0	0	122	51	153	61
ALL SIUE EMPLOYEES:												
Fall 1981	80	92	0	0	26	4	1	3	867	692	974	791
Fall 1983	73	166	0	0	24	4	1	2	822	667	920	839
Fall 1985	69	165	0	0	28	5	3	4	888	752	988	926
Fall 1987	72	151	0	0	36	4	4	5	823	678	935	838
Fall 1989	90	178	0	0	35	9	2	5	834	823	961	1015

Southern Illinois University at Edwardsville
Headcount Employment of Faculty and Administrative Staff: New Hires Only
by Racial/Ethnic Category and Gender

	Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:												
Fall 1981	0	0	0	0	0	0	0	0	5	1	5	1
Fall 1983	0	1	0	0	0	0	0	0	0	0	0	1
Fall 1985	0	1	0	0	0	0	0	1	1	1	1	2
Fall 1987	0	0	0	0	0	0	0	2	3	2	2	3
Fall 1989	0	0	0	0	0	0	0	7	3	7	7	3
FACULTY:												
Fall 1981	2	0	0	0	2	0	0	9	7	13	7	7
Fall 1983	0	0	0	0	0	1	0	4	8	4	4	9
Fall 1985	0	0	0	0	1	0	0	16	8	17	8	8
Fall 1987	0	0	0	0	5	0	0	12	12	17	12	12
Fall 1989	0	1	0	0	4	2	0	9	12	13	13	15
PROFESSIONAL NON-FACULTY:												
Fall 1981	0	3	0	0	0	1	0	3	3	3	3	7
Fall 1983	1	0	0	0	0	0	0	2	4	3	3	4
Fall 1985	0	6	0	0	0	0	1	4	6	4	4	13
Fall 1987	1	3	0	0	0	0	0	9	4	10	7	7
Fall 1989	2	4	0	0	1	2	0	0	6	3	3	12
SECRETARIAL/CLERICAL:												
Fall 1981	0	0	0	0	0	0	0	1	5	1	5	5
Fall 1983	0	2	0	0	0	0	0	0	18	0	0	20
Fall 1985	1	3	0	0	0	0	0	1	23	2	2	26
Fall 1987	0	4	0	0	0	0	0	0	14	0	0	18
Fall 1989	1	2	0	0	0	0	0	1	15	2	2	17
TECHNICAL/PARA-PROFESSIONAL:												
Fall 1981	0	2	0	0	0	0	0	0	22	0	0	24
Fall 1983	0	3	0	0	0	1	0	4	2	4	4	6
Fall 1985	1	6	0	0	0	0	0	8	7	9	9	13
Fall 1987	1	5	0	0	0	0	0	0	5	1	1	10
Fall 1989	0	6	0	0	0	0	0	2	2	2	2	8

Southern Illinois University at Edwardsville
Headcount Employment of Faculty and Administrative Staff: New Hires Only
by Racial/Ethnic Category and Gender

	Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SKILLED CRAFT:												
Fall 1981	0	0	0	0	0	0	0	0	1	0	1	0
Fall 1983	0	0	0	0	0	0	0	0	3	0	3	0
Fall 1985	1	0	0	0	0	0	0	0	8	0	9	0
Fall 1987	0	0	0	0	0	0	0	0	3	0	3	0
Fall 1989	0	0	0	0	0	0	0	0	7	0	7	0
SERVICE MAINTENANCE:												
Fall 1981	1	1	0	0	0	0	0	0	1	1	2	2
Fall 1983	2	0	0	0	0	0	0	0	4	0	6	0
Fall 1985	4	2	0	0	0	0	0	0	14	2	18	4
Fall 1987	6	0	0	0	0	0	0	0	1	3	7	3
Fall 1989	2	0	0	0	0	0	0	0	7	1	9	1
ALL NEWLY-HIRED SIUE EMPLOYEES:												
Fall 1981	3	6	0	0	2	1	0	0	20	39	25	46
Fall 1983	3	6	0	0	0	2	0	0	17	32	20	40
Fall 1985	7	18	0	0	1	0	1	0	52	47	60	66
Fall 1987	8	12	0	0	5	0	0	0	27	41	40	53
Fall 1989	5	13	0	0	5	4	0	0	33	39	43	56

Southern Illinois University at Edwardsville
Headcount Employment of RAMP Administrators
by Racial/Ethnic Category and Gender

	Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women

RAMP ADMINISTRATORS:

Fall 1985	1	1	0	0	1	0	0	0	16	3	18	4
Fall 1986	0	1	0	0	1	0	0	0	16	3	17	4
Fall 1987	1	1	0	0	1	0	0	0	15	2	17	3
Fall 1988	1	2	0	0	1	0	0	0	17	2	19	4
Fall 1989	1	2	0	0	1	0	0	0	18	3	20	5

V. PROGRAM INVENTORY UPDATES

This section contains information on programs and activities which have a primary purpose of serving underrepresented students and staff and which have resources allocated by the University for this purpose. Included are Student Program Tables, Staff Program Tables which include data for both faculty and staff, and Program Resource Tables for Southern Illinois University at Carbondale, including the School of Medicine, and Southern Illinois University at Edwardsville. Each program listed in Appendix A is included in one or more of these tables. Also included is a Disabled Student Enrollment Table. Appendices to this section include: A. FY 1990 Listing of Programs and Activities Which Support Minority, Female, and Disabled Students, Faculty and Staff; B. Program Inventory Updates; and, C. Other Activities not Listed Elsewhere in the Report.

Southern Illinois University at Carbondale, Including the School of Medicine

During Fiscal Year 1990, SIUC, including the School of Medicine, provided 43 programs and activities aimed primarily at improving the participation and success of minority, female, and disabled students, faculty, and staff. Thirty-five of those programs served both students and staff. As shown on Tables 1.A and 2.A, more than 11,000 minority, female, and disabled students, faculty, and staff were served during the year, with programs for minorities dominating. As detailed on Table 1.C, SIUC and the School of Medicine allocated \$3,672,000 and 124 staff years during FY 1990 in support of programs serving underrepresented groups. Major expenditures of dollars and staff were in programs dedicated principally to serving minorities. The Program Resource Table 1.C provides a breakdown of increases in funding for the various programs.

Southern Illinois University at Edwardsville

During FY 1990, Southern Illinois University at Edwardsville funded 34 programs which addressed the needs of minority, female, and disabled students, faculty, and staff. This included the addition of 7 new programs for minorities. Thirty-one of the 34 programs were devoted solely to the needs of students. As shown on Tables 2.A and 2.B, at least 6,370 minority, 13,002 women, and 395 disabled students were served through these programs. Because many students typically participate in more than one program, these totals include duplicated counts. As detailed on Table 2.C, SIUE allocated \$1,328,560 and more than 96 staff years during FY 1990 in support of programs serving underrepresented groups. Of the \$170,553 new dollars in FY 1990, \$70,207, or 41%, came from internal reallocation.

Student Program Table Shell *

Number Served by Programs for Underrepresented Students in FY 1990
SIU-Carbondale

Racial/Ethnic Composition of Students Served by Minority Programs

Program Name	(A)		(B)		(C)		(D)		(E)		(F)		(G)		(H)	(I)	(J)
	Black		Hispanic		Asian		Native American		White		Unknown		Total Minority				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total Students Served
Black Affairs Council &&	1042	939	0	0	0	0	0	0	0	0	0	0	1042	939	0	0	1981
Black American Studies Program	277	353	0	0	0	0	0	0	0	0	0	0	277	353	2 &	353	630
Black Togetherness Organization	462		0	0	0	0	0	0	0	0	0	0		462	0	0	462
Center for Basic Skills	56	99	3	9	9	2	0	1	135	156	0	0	68	111	1	0	470
Chicago High School for Agricultural Science/Recruitment Program	112	74	22	15	0	0	0	0	27	18	0	0	134	89	0	0	268
College of Business Minority Retention Program	85	96	0	0	0	0	0	0	0	0	0	0	85	96	0	0	181
College of Education Minority Retention & Recruitment Program	39	91	6	14	9	20	2	5	0	0	0	0	56	130	2 &	130	186
Development Council's Committee on Minority Medical Student Concerns/SOM	11	9	0	1	0	0	0	0	0	0	0	0	11	10	0	0	21
Disabled Student Services	12	9	1	3	5	1	2	1	105	66	130 &	20	14	14	0	0	335
Dr. H.C. Landecker Memorial Endowment Fund/SOM	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
Emerging Leaders Program	5	6	2	0	0	0	0	0	0	0	0	0	7	3	0	0	13
Future Scholars Program	18	21	0	0	0	0	0	0	0	0	0	0	18	21		21	39
Geology Minority Program	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Graduate Dean's Fellowship Program	4	5	0	0	0	0	0	0	1	0	0	0	4	5	1	0	10
Handicapped Van Service	2	0	0	1	0	0	0	0	22	17	0	0	2	1	24	18	42
Head Start	72	51	0	0	0	0	0	0	0	0	0	0	72	51	&	51	123
Il. Consortium for Ed. Opportunity Program	5	5	1	0	0	0	0	0	0	0	0	0	6	5	0	0	11
Il. Minority Graduate Incentive Program	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	3
Il. State Board of Education Scholarships for Minorities and Women	0	0	0	0	0	0	0	0	0	0	2 &	0	0	0	0	0	2
Medical/Dental Preparatory/SOM	18	44	4	2	2	2	0	0	4	2	0	0	24	48	0	0	78
Minority Engineering Program	53	25	15	3	0	0	0	0	0	0	0	0	68	28	0	0	96
Minority High Sch. Research Apprentice Program	5	2	0	0	2	2	0	0	0	0	0	0	7	4	0	4	11
Minority High School Research Apprentice Program/SOM	0	2	0	0	1	3	0	0	0	0	0	0	1	5	0	0	6
Minorities in Medicine/SOM	11	9	0	1	0	0	0	0	0	0	0	0	11	10	0	10	21

Number Served by Programs for Underrepresented Students in FY 1990
SIU-Carbondale

Program Name	Racial/Ethnic Composition of Students Served by Minority Programs													Others Served by Dedicated Programs				
	(A)		(B)		(C)		(D)		(E)		(F)		(G) **	(H)	(I) ***	(J) ****		
	Black		Hispanic		Asian		Native American		White		Unknown		Minority Total		Disabled		Total Students Served	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Minority Participation Scholarships	0	11	2	0	0	0	0	0	0	0	0	0	2	11	0	0	11	13
Office of Executive Assistant to the President	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Office of Student and Alumni Affairs - Minority/Female Students/SOM	11	9	0	1	11	3	0	0	0	0	0	0	22	13	0	0	85	120
Pan Hellenic Council/Minority Programs	150	60	1	1	0	0	0	0	0	0	0	0	151	61	0	0	61	212
Pan Hellenic Council/Women Programs	0	0	0	0	0	0	0	0	0	600	0	0	0	0	0	0	600	600
Patricia Roberts Harris Fellowship Program	2	3	0	0	0	0	0	0	0	0	0	0	2	3	0	0	3	5
Prematriculation Program/SOM	2	1	0	0	0	0	0	0	1	1	0	0	2	1	0	0	2	5
Project Achieve	2	1	0	0	0	1	0	0	105	15	0	0	2	2	107	17	17	124
Scholarship Program for Academically Superior Minority Students/SOM	3	1	0	0	0	0	0	0	0	0	0	0	3	1	0	0	1	4
School of Law Affirmative Action Program	11	4	4	2	1	2	0	0	2	2	0	0	16	8	2	2	8	26
S. II. Regional Career Preparation Program	45	98	0	0	1	2	0	0	0	0	2	0	46	100	0	0	100	148
Special Populations/ Disabled Student Recreation Program	4	1	0	0	0	0	0	0	60	47	0	0	4	1	80	8	48	112
Upward Bound	22	46	0	0	0	0	0	0	0	2	0	0	22	46	0	0	48	70
Wheel Chair Repair Service	4	1	1	3	0	0	1	0	24	21	0	0	6	4	0	0	25	55
Women's Health Clinic #	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Women's Introduction to Engineering	0	0	0	0	0	1	0	0	0	15	0	0	0	1	0	0	16	16
Women's Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Women's Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	64 ##

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

** Total Minorities (G) is the sum of A, B, C and D, males and females.

*** Total Females (I) is the sum of A through F, females only.

**** Total Served (J) is the sum of A through F, both females and males.

& Indicates that gender and/or ethnicity breakdowns are unavailable.

&& Black Affairs Council is designed to serve all Black students at SIUC.

Approximately 9,000 visits per year to Women's Health Service. All students are eligible for this program.

Total is the enrollment in Women's Studies courses during FY90. No count of persons served by special programs available.

Staff Program Table Shell *

Number Served by Programs for Underrepresented Staff in FY 1990

SIU-Carbondale

Program Name	Racial/Ethnic Composition of Staff Served by Minority Programs												Others Served by Dedicated Programs				
	(A)		(B)		(C)		(D)		(E)		(F)		(G) **		(H)	(I) ***	(J) ****
	Black		Hispanic		Asian		Native American		White		Unknown		Total Minority				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
	M		F		M		F		M		F		M		F		
Head Start	0	4	0	0	0	0	0	0	0	3	0	0	0	4	0	0	7
University Woman's Professional Advancement	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Women's Studies	0	0	0	0	0	0	0	0	0	0	0	80	0	0	0	0	80

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

** Total Minorities (G) is the sum of A, B, C, D males and females.

*** Total Females (I) is the sum of A through F, females only.

**** Total Served (J) is the sum of A through F, both males and females OR the sum of A through F, plus Disabled (H), if unduplicated headcount.

& A number for total only indicates that data breakdown by gender or ethnicity is unavailable.

&& School of Law Minority Fellowships is being modified to School of Law AA Program

Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff
SIU - Carbondale

Program Name	Staff Years Budgeted		Dollars Budgeted		Source of Funding Increase		
	Previous Fiscal Yr	Current Fiscal Yr	Previous Fiscal Yr	Current Fiscal Yr	Reallocation	New State Funds **	Other New Funds
Affirmative Action Office/SOM	0.20	0.20	\$7,059	\$8,244	\$0	\$1,185	\$0
Black Affairs Council	1.20	1.14	22,000	22,500	0	0	0
Black American Studies Program	1.00	3.31	26,411	174,862	148,451	0	0
Black Togetherness Organization	0.00	0.60	0	11,700	0	0	0
Center for Basic Skills	4.66	17.32	109,250	266,211	0	0	0
Chicago High School for Agricultural Science/Recruitment Program	0.05	0.04	157	389	232	0	0
College of Business Minority Retention Program	0.00	0.45	0	4,404	0	0	0
College of Education Minority Retention & Recruitment Program	0.00	2.01	0	20,080	20,080	0	0
Disabled Student Services	3.00	4.50	30,000	29,000	0	0	0
Dr. H. C. Landecker Memorial Endowment Fund/SOM	0.10	0.10	51,895	49,516	0	0	0
Emerging Leaders	0.00	0.75	0	2,810	2,810	0	0
Future Scholars Program	0.00	0.25	0	10,000	0	10,000	0
Geology Minority Program	0.05	0.06	10,000	9,700	0	0	0
Graduate Dean's Fellowship Program	0.40	4.00	59,400	77,000	15,000	0	0
Handicapped Van Service	4.25	7.75	56,661	67,165	1,420	0	0
Head Start	15.60	24.15	570,891	663,539	0	0	0
Il. Consortium for Ed. Opportunity Program	0.90	2.10	40,000	110,000	70,000	0	0
Il. Minority Graduate Incentive Program	0.00	2.10	75,340	118,280	0	0	0
Il. State Board of Education Scholarships for Minorities and Women	0.00	0.00	1,410	526	0	0	0
Medical/Dental Preparatory Program/SOM	7.40	8.40	359,320	390,968	0	31,648	0
Minority Engineering Program	3.20	3.50	189,975	200,679	0	0	0
Minority High School Research Apprentice Program/SOM	0.10	0.10	12,538	15,750	0	212	3,000
Minorities in Medicine/SOM	0.00	0.10	0	0	0	0	0
Minority High Sch. Research Apprentice Program	0.15	1.10	10,500	14,500	0	0	0

Program Resource Table Shell *

Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff

SIU - Carbondale

Program Name	Staff Years Budgeted			Dollars Budgeted			Source of Funding Increase		
	Previous Fiscal Yr	Current Fiscal Yr		Previous Fiscal Yr	Current Fiscal Yr		Reallocation	New State Funds **	Other New Funds
Minority Participation Scholarship	0.00	0.08		0	26,660		0	26,660	0
Office of Executive Assistant to the President	2.25	2.50		131,862	133,830		0	0	0
Office of Student and Alumni Affairs									
- Minority/Female Students/SOM	1.50	1.50		52,479	60,042		0	7,163	400
Pan Hellenic Council/Minority Programs	0.26	0.76		930	1,800		0	0	0
Pan Hellenic Council/Women Programs	0.66	1.14		3,467	2,700		0	0	0
Patricia Roberts Harris Fellowship Program	0.05	0.25		128,000	82,500		0	0	0
Prematriculation Program/SOM	1.70	1.70		94,239	66,360		0	0	0
Project Achieve	9.50	14.75		25,000	314,000		0	0	0
Scholarship Program for Academically Superior									
Minority Students/SOM	0.20	0.20		51,895	49,516		0	0	0
School of Law Affirmative Action Program #	0.20	0.80		54,000	54,000		0	0	0
S. 11. Regional Career Preparation Program	1.50	1.79		70,000	90,000		0	0	0
Special Populations/ Disabled Student									
Recreation Program	0.33	1.05		20,745	23,212		0	0	0
University Woman's Professional Advancement	1.00	2.00		50,460	65,000		16,000	0	0
Upward Bound	2.50	3.00		173,829	164,502		0	0	0
Wheel Chair Repair Service	0.50	2.35		12,000	16,000		0	0	0
Women's Health Clinic	2.88	4.20		28,350	164,535		0	0	0
Women's Introduction to Engineering	0.35	0.57		23,189	23,189		0	0	0
Women's Services	2.50	1.63		31,068	31,908		0	0	0
Women's Studies	0.50	1.75		30,969	34,704		0	0	0

* Includes all programs that have a primary purpose to serve underrepresented students and staff and that have a budget allocation from the institution for this purpose.

** If the total increase in dollars budgeted from new state funds for these programs does not equal funding provided through current fiscal year appropriations for this purpose, please describe in a separate attachment how the remaining dollars were budgeted by the institution to increase the participation and achievement of underrepresented students and staff.

School of Law Minority Programs is being modified to School of Law AA Programs.

Number Served by Programs for Underrepresented Students in FY 1990
SIU-Edwardsville

133

Table 2.A
Page 1

Program Name	Racial/Ethnic Composition of Students Served by Minority Programs														Others Served by Dedicated Programs			
	(A)		(B)		(C)		(D)		(E)		(F)		(G) **		(H)	(I) ***	(J) #	
	Black		Hispanic		Asian		Native American		White		Unknown		Total Minority		Disabled ##		Total Students Served	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
AT&T Minority Co-Op/Summer Intern Program	No program offered for FY 1990.																	
Academic Marketing Services (Public Relations and Programming)	unk																	
Career Planning and Placement Center	679	1000	1	1	2	6	0	0	4000	3000	50	0	682	1007	unk	unk	unk	
Child Development Program/East St. Louis	2	38	0	0	0	0	0	0	0	0	0	0	2	38	0	0	8739	
Competitive Graduate Award	0	2	0	0	0	0	0	0	3	17	0	0	0	2	0	0	40	
Computer Lab/East St. Louis	72	85	0	0	0	0	0	0	0	0	0	0	72	85	0	0	22	
Developmental Instruction	83	181	3	7	2	4	2	2	292	333	1		90	194	5	3	157	
Direction Services Project/East St. Louis	13	50	0	0	0	0	0	0	1	4	0	0	0	0	14	54	910	
Disabled Services Office	11	2	2	0	1	0	0	1	99	57	0	0	14	3	113	60	68	
Educational Enrichment Program	329	427	5	6	5	8	2	1	287	317	0	0	341	442	8	2	173	
Ed. Opportunity Center/East St. Louis	300	569	5	11	0	2	3	2	310	317	0	0	308	584	96	26	1387	
Encouraging Minority Participation																	1519	
in the Study of Science	4	2	2	0	0	0	0	0	0	0	0	0	6	2	0	0	8	
Head Start Program	6	45	0	0	0	0	0	0	1	2	1		6	45	0	0	55	
Ill. Consortium for Educational Opportunity	1	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	2	
Illinois Minority Resume Service	17	26	2	0	2	3	0	0	0	0	0	0	21	29	0	0	50	
Improving Math and Science Instruction of Black Students in Junior High School	18	28	0	0	0	0	0	0	4	2	0	0	18	28	0	0	0	
Minority Engineering Program	37	11	5	0	0	3	2	0	0	0	0	64	44	14	0	0	52	
Minority Engineering Program Department																	122	
Tutoring Program	1	3	0	0	0	0	0	0	0	0	0	0	1	3	0	0	4	
Minority Program For Excellence in Science	89	113	0	0	1	3	0	1	0	0	0	0	90	117	0	0	207	
Minority Retention Workshop	No workshop conducted in FY 1990.																	
Minority Scholarship Program	10	31	2	1	0	1	0	0	0	5	0	0	12	33	0	0	50	
Office of Cont. Ed.-Special Outreach Services	594 ###								3910 ###				594 ###		99 ##	3023	unk &	
Operation Uplift/East St. Louis	37	38	0	0	0	0	0	0	0	0	0	0	37	38	0	0	75	

Student Program Table Shell *

Number Served by Programs for Underrepresented Students in FY 1990
SIU-Edwardsville

Program Name	Racial/Ethnic Composition of Students Served by Minority Programs												Others Served by Dedicated Programs				
	(A)		(B)		(C)		(D)		(E)		(F)		(G) **		(H)	(I) ***	(J) #
	Black		Hispanic		Asian		Native American		White		Unknown		Total Minority		Disabled ##		Total Students Served
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Placement Testing Services	57	120	2	3	3	1	2	2	264	386	101	64	126	3	3	515	941
Planning Ahead for Science & Engineering Project GAIN	No activities conducted in FY 1990.																
Project Success/East St. Louis School of Nursing Recruitment/Retention Committee	2	41	0	0	0	0	0	0	5	16	0	2	41	0	0	57	64
Special Services Program	54	52	0	0	0	0	0	0	0	0	0	54	52	0	0	52	106
STEP (Striving Toward Educational Proficiency)/East St. Louis	116	269	0	0	0	3	0	0	140	846	0	116	272	0	0	1118	1374
TREND (Turning Recreational Excitement in New Directions/East St. Louis Upward Bound/Science Awareness && Veterans Educational Outreach Program	65	184	3	5	0	0	0	0	83	122	0	68	189	2	0	311	462
Women's Studies Program	16	23	0	0	0	0	0	0	0	0	0	16	23	0	0	23	39
	200	450	0	0	0	0	0	0	43	91	0	200	450	0	0	541	784
	100	150	0	0	0	0	0	0	0	0	0	100	150	0	0	150	250
	54	16	5	0	2	1	3	1	303	53	0	64	18	0	0	71	438
	unk		unk														
	134																

unk = Unknown or unavailable.

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

** Total Minorities (G) is the sum of A, B, C and D, males and females.

*** Total Females (I) is the sum of A, B, C and D, females only.

Total served (J) is the sum of A through F, both females and males.

Figures reported here may include duplicated counts and in a number of instances include individuals who are not registered students. In the case of Disabled Services Office and Direction Services Project, the figures represent student or client contacts occurring throughout the year. These programs serve only disabled individuals.

Figures are not available by gender.

& Non-duplicated count for total is not available.

&& Includes Beyond the Bridge Program.

Staff Program Table Shell *

Number Served by Programs for Underrepresented Staff in FY 1990

SIU-Edwardsville

Program Name	Racial/Ethnic Composition of Staff Served by Minority Programs												Others Served by Dedicated Programs		(J) ***** Total Staff Served	
	(A)		(B)		(C)		(D)		(E)	(F)		(G) ** Total	(H)	(I) ***		
	Black		Hispanic		Asian		Native American		White	Unknown		Minority	Disabled			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		Females
Computer Lab/East St. Louis	unk											unk	unk	8	15	
Head Start Program	unk		0	0	0	0	0	0	unk		0	0	unk	0	47	54
Project GAIN	0	4	0	0	0	0	0	0	1	11	0	0	0	0	15	16

unk = Unknown or unavailable.

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

** Total Minorities (G) is the sum of A, B, C, D males and females.

*** Total Females (I) is the sum of A through F, females only.

**** Total Served (J) is the sum of A through F, both males and females.

Program Resource Table Shell *

Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff

SIU - Edwardsville

Program Name	Staff Years Budgeted		Dollars Budgeted		Source of Funding Increase		
	Previous Fiscal Yr	Current Fiscal Yr	Previous Fiscal Yr	Current Fiscal Yr	Reallocation	New State Funds **	Other New Funds
AT&T Minority Co-Op/Summer Intern Program	No figures available.						
Academic Marketing Services (Public Relations and Programming)	No program offered for FY 1990.						
Career Planning and Placement Center	1.00	2.00	\$5,700	\$5,700	\$0	\$0	\$0
Child Development Program/East St. Louis	0.50	0.50	No state funds budgeted.				
Competitive Graduate Award	0.60	0.60	NA	86,400			
Computer Lab/East St. Louis	0.60	0.60	7,900	7,900	0	0	0
Developmental Instruction	43.10	22.00	407,282	410,439	3,157	0	0
Direction Services Project/East St. Louis	none	1.00	none	19,950 #			
Disabled Services Office	1.10	1.10	20,472	24,810	0	0	4,338
Educational Enrichment Program	0.20	0.25	6,380	9,400	0	0	3,020
Ed. Opportunity Center/East St. Louis	4.00	4.00	No state funds budgeted.				
Encouraging Minority Participation in the Study of Science	unk	0.36	unk	17,538	0	0	0
Head Start Program	0.20	0.10	No state funds budgeted.				
IL Consortium for Educational Opportunity	0.01	0.01	10,000	20,000	0	10,000	0
Illinois Minority Resume Service	0.05	0.05	2,850	2,900	50	0	0
Improving Math and Science Instruction of Black Students in Junior High School	1.60	1.60	58,640	58,640	0	0	0
Minority Engineering Program	1.00	1.00	34,032	37,020	0	2,988	0
Minority Engineering Program Department Tutoring Program	none	0.25	none	1,000			
Minority Program For Excellence in Science	2.00	2.00	unk	25,836	0	0	0
Minority Retention Workshop	No workshop in FY 1990.						
Minority Scholarship Program	none	0.75	none	80,000	0	80,000	0
Office of Cont. Ed.-Special Outreach Services	NA	9.70 &	NA	280,679 &	0	0	0
Operation Uplift/East St. Louis	none	6.00	No state funds budgeted.				
Placement Testing Services	1.50	1.50	27,000	30,000	3,000	0	0

Program Resource Table Shell *
Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff
SIU - Edwardsville

Program Name	Staff Years Budgeted		Dollars Budgeted		Source of Funding Increase		
	Previous Fiscal Yr	Current Fiscal Yr	Previous Fiscal Yr	Current Fiscal Yr	Reallocation	New State Funds **	Other New Funds
Project GAIN	3.00	3.00	None ***	64,000 ***	64,000		
Project Success/East St. Louis	none	7.00	No state funds budgeted.				
Planning Ahead for Science & Engineering	No activities in FY 1990.						
Special Services Program	unk	8.75	unk &&	47,988 #	0	0	0
School of Nursing Recruitment/Retention Committee	unk	unk	720	160	0	0	0
STEP (Striving Toward Educational Proficiency)/East St. Louis	none	5.00	No state funds budgeted.				
TREND (Turning Recreational Excitement in New Directions)/East St. Louis	none	1.00	No state funds budgeted.				
Upward Bound/Science Awareness Program	13.00	13.00	No state funds budgeted.				0
Veterans Educational Outreach Program	unk	1.50	unk	12500 ***			
Women's Studies Program	unk	2.95	unk	85,700	0	0	0

unk = Unknown or unavailable.

* Includes all programs that have a primary purpose to serve underrepresented students and staff and that have a budget allocation from the institution for this purpose.

** If the total increase in dollars budgeted from new state funds for these programs does not equal funding provided through current fiscal year appropriations for this purpose, please describe in a separate attachment how the remaining dollars were budgeted by the institution to increase the participation and achievement of underrepresented students and staff.

*** State funds only.

& Staffing and budget figures are not prorated to reflect only minority-directed activities. Dollar figure is state funds only.

&& Only federal funding was available for FY 1989; figure for the current year is the amount of state funds available to support this activity.

Illinois Department of Rehabilitation Services.

Table 3

Disabled Student Enrollment*

Southern Illinois University-Carbondale

FY 1990 Undergraduate Enrollment	420**
FY 1990 Graduate/Professional Enrollment	50**

Southern Illinois University-Edwardsville***

FY 1990 Undergraduate Enrollment	75**
FY 1990 Graduate/Professional Enrollment	7**

*Included within the count of disabled students are those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also included are individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities; and those other individuals whose disabilities require special institutional assistance.

**Actual count of students served.

***Does not include individuals who are not registered students who may also have availed themselves of several of the University's programs--thus, the great disparity between the figures given above and those found in the Student Program Table.

VI. REPORTS ON REVIEWS OF PROGRAMS AND ACTIVITIES

Review Methodology

The purpose of the reviews of individual programs and activities is to evaluate the effectiveness of each activity in achieving its stated goals. Each review has been conducted as a unit self-study on the basis of four guidelines established by the Illinois Board of Higher Education. Specifically, each review report provides responses to the following questions, assuming that they apply to a given unit's method of operation and stated objectives:

1. How effective is the unit in identifying and serving its student or staff clientele?
2. How successful has the unit been in improving students or staff participation and achievement?
3. How effective is the unit in its use of resources?
4. Have previous evaluations or self-study undertakings brought about changes in the unit's policies and operations?

In addition and if appropriate, an individual review summary may contain other pertinent information and commentary. FY 1990 reviews are included in the pages that follow for programs and activities at Southern Illinois University at Carbondale and Southern Illinois University at Edwardsville. No reviews of programs and activities at the School of Medicine were scheduled for FY 1990. In several instances in the SIUE reviews, the review summary includes one or more specific recommendations for improvement of the service offered.

A complete schedule of unit reviews, covering the period 1990 (i.e., the present set of reviews) through 1995 follows the FY 1990 reviews.

Reports on Reviews of Programs and Activities -- Southern Illinois University at Carbondale

University Women's Professional Advancement

1. How effective is the unit in identifying and serving its clientele? How successful is the unit in improving student or staff participation and achievement?

Response: This office is primarily engaged in addressing the professional development and acknowledging the contributions of women faculty, administrative/professional staff, civil service employees, and students on the SIUC campus. During FY 1990, clientele were served through a variety of activities, including:

- a. Three women completed administrative internships within the University, one of whom obtained an administrative position in the Chancellor's office. Two more women will participate in the internship program during the coming year; one of them will be an African-American.
- b. Through assignment of a full-time graduate assistant position to the Women's Counseling Center, at least 20 nontraditional women students are assisted each semester in pursuing their educational endeavors. Year-round counseling is available.
- c. Four SIUC faculty, three Administrative/Professional staff, two Civil Service staff, and five students, all women, recieved the University Women of Distinction Award. Two of the recipients were minorities.
- d. Over 300 women faculty and secretarial staff received hands-on personal computer training during the year, using at least 15 different types of PC and mainframe programs.
- e. The evening child care facility, began in spring 1990, currently serves 20 faculty and students.

f. A Faculty Resources Directory was produced by the office with the aim of providing women faculty and doctoral students with information to assist in increasing research productivity.

2. How effective is the unit in its use of resources?

Response: The unit receives its funding through state funds. During FY 1990, \$65,000 were expended to provide the above outlined services to SIUC women faculty, administrative professionals, civil service staff, and students.

3. Have previous evaluations brought about changes in the unit's policies and operations?

Response: Since the program is only approximately two years old, the evaluation process has mainly concentrated on formative research. Information derived from the formative research will be used to strengthen the overall program.

College of Agriculture Minority High School Recruitment

1. How effective is the unit in identifying and serving its student clientele?

Response: Goals for this project are to enroll 4 or 5 students from the Chicago High School for Agriculture Science into agriculture programs at SIUC. The high school graduated its first class of students in the spring of 1989. The College of Agriculture will enroll its first CHSAS student during fall 1990.

2. How successful has the unit been in improving student or staff participation and achievement?

Response: During FY 1990, the College of Agriculture invited thirty high school students to campus from the Chicago High School for Agriculture Science. This school enrolls predominantly Black and Hispanic students.

Students toured the Agriculture facilities, visited with SIUC students and faculty and received a general orientation to College of Agriculture programs. Housing and meals for the students were provided by SIUC.

3. How effective is the unit in its use of resources?

Response: During FY 1990, \$389 were expended for recruitment efforts. Expenditures during FY 1988 and FY 1989 assisted in the recruitment of our first student from the Chicago High School for Agriculture Science.

4. Have previous evaluations brought about changes in the unit's policies and operations?

Response: Since the program is only approximately two years old, the evaluation process has concentrated on formative research. Information derived from the formative research activities will be used to strengthen the overall program.

Office of Executive Assistant to the President

1. How effective is the unit in identifying and serving its clientele?

Response: The Office of the Executive Assistant to the President was established to assist in planning, directing, coordinating, and evaluating SIUC's efforts to offer coordinated and systematized programs and services to underrepresented students, faculty, and staff. The focus of the office during FY 1988 was development of an infrastructure to facilitate the enhancement of relevant programs, policies and activities. This infrastructure has been established. Currently, the office is directly responsible for providing supervision and leadership to state-supported programs such as University Women's Professional Advancement, the Center for Basic Skills, the Affirmative Action Office, and the Future Scholars Program. The Executive Assistant serves as the principal investigator for externally supported programs, including the Regional Career Preparation Program and the Upward Bound Program.

2. How successful has the unit been in improving student or staff participation and achievement?

Response: The office has initiated, supported, encouraged, and fostered the development of a variety of programs and strategies designed to serve students, faculty, and staff in the underrepresented populations. The presence of the office has enhanced the status of women, disabled, and minorities on the SIUC campus. Focused attention, increased coordination, and integration of services have improved the quality of services to under-represented populations.

3. How effective is the unit in its use of resources?

Response: Given its resources, the unit has been effective in providing a broad range of services which support SIUC's commitment to affirmative action and equal opportunity. However, continued success will depend in part on the unit's efforts to secure external support.

4. Have previous evaluations brought about changes in the unit's policies and operations?

Response: Since inception of the office, considerable effort has been devoted to a review of the capability to provide quality and effective services to underrepresented groups. Evaluation occurs in relationship to goals, as follows:

GOAL 1: To establish an on-going monitoring system of all departmental goals and objectives aimed at increasing enrollments of minority, women, and disabled students.

Goals/objectives for increasing the enrollments of underrepresented students in academic departments were reviewed in FY 1990. Each area will continue to be monitored annually via official University enrollment records and compared with each department's established enrollment goals. Annual

timetables and dates will be established for measuring outcomes of enrollment efforts each year through FY 1995.

GOAL 2: To develop and implement a plan for increasing the percentage of faculty and staff from underrepresented groups within each college and administrative unit.

College and institutional goals/objectives aimed at increasing the recruitment and selection of faculty and staff members from underrepresented groups were reviewed in FY 1990. Each area will continue to be monitored annually via University personnel records and compared with established recruitment/selection goals. By 1995, an increase in the selection of faculty/staff from underrepresented groups will be expected to have reached a minimum of two percent on an overall campus-wide basis.

GOAL 3: To establish a pre-college summer bridge program for entering minority freshman in order to enhance their college preparation and potential success in academic programs.

Efforts were undertaken in FY 1990 to plan, develop, and seek potential funding sources for a summer bridge program for first-year minority students. University records of selected majors, academic progress, retention, and graduation rates (as available) of all participants throughout the five-year period will be maintained in annual reports through FY 1995.

GOAL 4: To assess data-management capabilities and record-keeping systems of campus programs/services designed to enhance opportunities for students, faculty, and staff of underrepresented groups.

GOAL 5: To continue to encourage academic departments to work cooperatively with Disabled Student Services to assist disabled students with specific academic needs (e.g. readers, note takers, test proctors) or to secure other supportive services (e.g. tutors) to aid in their retention and completion rates.

Records of students' usage and needs of Disabled Student Services by academic department are currently limited. Efforts in encouraging departmental interaction with DDS will be monitored in subsequent years (FY 1991 - FY 1995) to determine students' utilization of services and increases in departmental contacts.

SIUC SCHEDULE OF REVIEWS
FOR PROGRAMS AND ACTIVITIES SUPPORTING UNDERREPRESENTED GROUPS

FISCAL YEAR OF REVIEW	YEAR OF SUBMISSION	UNIT NAME
FY 1990	1990	Executive Assistant to the President
FY 1990	1990	Chicago High School for Agricultural Science/Recruitment Program
FY 1990	1990	University Women's Professional Advancement
FY 1991	1991	Black American Studies
FY 1991	1991	Center for Basic Skills
FY 1991	1991	Future Scholars Program
FY 1991	1991	Geology
FY 1991	1991	Minority Engineering Program
FY 1991	1991	Women's Studies
FY 1992	1992	Black Affairs Council
FY 1992	1992	Black Togetherness Organization
FY 1992	1992	Disabled Student Services
FY 1992	1992	Emerging Leaders Program
FY 1992	1992	Graduate Dean's Fellowship Program
FY 1992	1992	Handicapped Van Service
FY 1992	1992	Head Start
FY 1992	1992	Illinois Consortium for Educational Opportunity
FY 1992	1992	Illinois Minority Graduate Incentive Program
FY 1992	1992	Illinois State Board of Education Scholarships for Women and Minorities in Administration
FY 1992	1992	Minority Participation Scholarships
FY 1992	1992	Minority Retention Program/College of Business
FY 1992	1992	Minority Retention and Recruitment Program/ College of Education
FY 1992	1992	Pan-Hellenic Council
FY 1992	1992	Panhellenic Council
FY 1992	1992	Patricia Roberts Harris Fellowship Program
FY 1992	1992	School of Law Affirmative Action Program
FY 1992	1992	Southern Illinois Regional Career Preparation Program
FY 1992	1992	Special Populations Disabled Student Recreation Program
FY 1992	1992	Upward Bound
FY 1992	1992	Women's Health Clinic
FY 1992	1992	Women's Introduction to Engineering
FY 1992	1992	Women's Services
FY 1994	1994	Project Achieve

SCHOOL OF MEDICINE SCHEDULE OF REVIEWS
FOR PROGRAMS AND ACTIVITIES SUPPORTING UNDERREPRESENTED GROUPS

FISCAL YEAR OF REVIEW	YEAR OF SUBMISSION	UNIT NAME
N/A	N/A	Medical Dental Preparatory Program (MEDPREP)
N/A	N/A	Prematriculation Program
FY 1992	1992	Affirmative Action Program
FY 1992	1992	Minority High School Research Apprentice Program
FY 1994	1994	Dr. Hildegard C. Landecker Memorial Fund
FY 1994	1994	Office of Student and Alumni - Minority/Female Students
FY 1994	1994	Scholarship Program for Academically Superior Minority Students

Reports on Reviews of Programs and Activities -- Southern Illinois University at Edwardsville

Illinois Consortium for Educational Opportunity Program (ICEOP)

The Illinois Consortium for Educational Opportunity Program (ICEOP) was established in 1985 by the Illinois Board of Higher Education to provide financial assistance to members of racial minority groups traditionally underrepresented in higher education who wish to pursue and complete graduate or professional degrees at Illinois institutions of higher education, and who intend to seek faculty or staff positions at Illinois colleges, universities, or governing boards upon completion of their studies. Applicants for ICEOP awards must be endorsed by their institutions and academic departments in order to be considered for the statewide competition, but recipients are selected by a board that considers candidates for both the ICEOP and the Illinois Minority Graduate Incentive Program (IMGIP). The Graduate School at SIUE, therefore, works with minority students to help them complete and strengthen their applications, submits applicants' files for evaluation by the University Fellowship and Scholarship Committee, and forwards to the Program Administrator for ICEOP/IMGIP the files of those applicants who are endorsed by the University Fellowship and Scholarship Committee. Aside from its votes on policy decisions at the annual consortium meetings, however, SIUE has no direct control over the administrative procedures or award decisions connected with the program.

1. How effective is the unit in identifying and serving its student clientele?

Response: Above Average. ICEOP has recently devoted considerable effort to improving the quality and distribution of literature about its program. The appointment of a full-time ICEOP program administrator in 1989 has resulted in more timely and consistent communication and decision-making. SIUE typically has one or two students selected as ICEOP Fellows each academic year.

2. How successful has the unit been in improving student or staff participation and achievement?

Response: Above Average. The number of students who can be served by a program with significant restrictions on (1) career preference of applicants and (2) funds available for awards is necessarily limited. Within these limitations, however, the ICEOP program recognizes and promotes academic and professional excellence for racial minorities. In FY 1990, SIUE provided assistance to one Black and one Asian student through ICEOP.

3. How effective is the unit in its use of resources?

Response: Excellent. Funding for ICEOP is placed yearly at the discretion of the Illinois legislature. The allocation is utilized fully for student stipends, tuition, and fees and is distributed efficiently and equitably.

4. Have previous evaluations brought about changes in the unit's policies and operations?

Response: Yes. Yearly self-study by the ICEOP Executive Committee and Board have led to such improvements as the hiring of a full-time administrator and the initiation of a job placement network for students who successfully complete ICEOP and IMGIP Fellowships.

AT&T Minority Co-Op/Summer Intern Program

1. How effective is the unit in identifying and serving its student clientele?

Response: Since winter quarter 1988, AT&T recruiters have interviewed women and minority juniors and seniors for Co-Op and summer intern jobs at Bell Laboratories in Columbus, Ohio. The recruiters seek computer science, electrical engineering, and mathematics majors.

2. How successful has the unit been in improving student or staff participation and achievement?

Response: To date, AT&T recruiters have interviewed 29 Black, 8 Hispanic, and 2 Asian American SIUE students. A total of four offers of employment were made to these students with one student accepting.

On May 22, 1989, the Office of Career Planning and Placement, the unit which oversees the Minority Co-Op/Summer Intern Program, received a letter from AT&T indicating that "due to various budgeting and project staffing constraints," it could not sponsor any SIUE students for their 1989 Summer Employment Program. However, this program is now under new management and AT&T recruiters presented information on employment with the company to SIUE students on February 19, 1990, and attended SIUE's Career Day on the 20th.

3. How effective is the unit in its use of resources?

Response: Because no program was conducted in FY 1990, no resources were required. In FY 1989, for 39 students interviewed, a modest amount of funding (\$2,850) and staff time (0.05 FTE) were utilized. Although successful placement was limited (1 student), the resources were judged to have been used effectively.

4. Have previous evaluations brought about changes in the unit's policies and operations?

Response: No previous evaluation or self-study has been undertaken.

Illinois Minority Student Resume Service

Each year, the Illinois Committee on Black Concerns in Higher Education (ICBCHE) invites students to participate in the Illinois Minority Student Resume Service program. The Committee works with college and university placement offices in referring minority students to Illinois employers who seek them. The Resume Service activities and involvement at SIUE are conducted through the Office of Career Planning and Placement (OCP). These activities are not the only ones that the OCP conducts in regard to improving services for minority, women, and disabled students. Below are given some of the related activities

that the OCPP has undertaken in the past year. Information specifically related to the Illinois Minority Student Resume Service is presented in response to the four IBHE guideline questions and in the recommendations which end this review summary.

In addition to the Illinois Minority Student Resume Service, the OCPP has been involved in other activities to assist underrepresented groups. These activities were based on the following commitments described for the Office in the 1989 Report on Minority, Women, and Disabled Students:

The OCPP staff will work closely with the SIUE Black Student Association adviser and other minority student organization advisers in order to meet the many requests of employers seeking to hire minority and women candidates for part-time and summer internship positions. This will include setting up special on-campus interview sessions.

Pepsi Cola had pre-recruitment on November 2, 1989, to prepare for the upcoming interview schedule. All Black organizations were advised as was the Black Student Association adviser.

Moore Business Forms of St. Louis, Missouri, on May 25, 1989, interviewed 14 prospective interns for sales positions--women and minorities only.

IBM of St. Louis, Missouri, on February 22, 1990, presented a workshop on career opportunities at IBM for minorities. Twenty SIUE students attended.

State Farm of Maryville, Illinois, on February 26, 1990, interviewed 12 students for minority internship positions. A total of 120 letters was sent to minority students informing them of the IBM and State Farm visits.

Pepsi Cola of St. Louis, Missouri, on March 30, 1990, sent out 23 letters to minority students between their sophomore and junior years who were majoring in engineering, management, or marketing. Ten students responded; three were accepted by a recruiter to be interviewed on that date.

State Farm of Bloomington, Illinois, on April 5, 1990, interviewed about 14 minority students for a summer internship program.

As of 1989, the OCPP established a career library with separate sections for minorities, women, and disabled students. It is located in an area which will provide for growth, but assistance is needed.

On January 19, 1990, an extensive proposal was submitted to the U.S. Department of Education for the development of a cooperative education program for liberal arts, minority, and women students. Results are pending.

1. How effective is the unit in identifying and serving its student clientele?

Response: The Office of Career Planning and Placement has participated in the Minority Student Resume Service since fall quarter 1988. At the end of every quarter, the OCPP receives from the SIUE Office of Admissions and Records a printout of all senior minority students (approximately 110 in fall quarter 1989). A staff person in the OCPP mails Minority Resume Service registration and other career guidance information to these students every quarter. It is judged that this activity is effective in identifying and serving its student clientele.

2. How successful has the unit been in improving student or staff participation and achievement?

Response: To date, 50 SIUE minority students have registered with the Illinois Minority Resume Service. No information is available as to how many of these students have actually received jobs through this service.

3. How effective is the unit in its use of resources?

Response: The amount of funding budgeted for this activity is under \$3,000 annually. For the number of students who are informed of this opportunity through the OCPP, the resource expenditure is judged to be effective.

4. Have previous evaluations brought about changes in the unit's policies and operations?

Response: No previous evaluations have been undertaken.

Recommendations:

OCPD staff members have discovered that the best way to encourage minorities to participate in career related events designed for them is to contact them directly by mail. The OCPD must continue to receive printouts and labels, upon request, of qualified minorities. In addition, mailing continues to become more expensive and the budget line for this purpose should be increased so that the office can continue these mailings.

The career library sections for women, minorities, and the disabled are in place and are seeing increased use. If use is going to continue to increase, approximately \$500 is needed in order to purchase related resources including books, brochures, and tapes.

Academic Marketing Services

Academic Marketing Services has existed as a separate unit with a separate director since January 1988, although its functions had been performed in an organized fashion since mid-1984.

1. How effective is the unit in identifying and serving its student clientele?

Response: Identification of Clientele

Internal Clientele: Academic Marketing Services provides support for the recruitment and, to a more limited degree, retention efforts of the entire University community. Academic Affairs units (academic schools, departments, and service units) represent the bulk of its users.

External Clientele: The unit's major audience is the external community. The recruitment and retention of minority students are primary University priorities. In each of the past three years, and prior to this time, this population was identified formally by AMS as a major target audience, particularly college-bound high school seniors. Academic Marketing Services makes a special effort to reach such special audiences as finalists in the Illinois State Scholar program, qualifiers in the national minority Achievement program, finalists in the national Hispanic Achievement program, and students with outstanding achievement in individual disciplines such as English, mathematics, and music.

In addition, Academic Marketing Services provides support to the University's East St. Louis Center and its efforts to serve East St. Louis.

Market Research: The unit was instrumental in a major needs assessment undertaken in 1985. Survey instruments were distributed to 8,023 area high school seniors, 2,268 students enrolled at SIUE, 6,000 potential adult students in Illinois and Missouri, 1,027 SIUE faculty, staff, and administrators, and 218 area employers. The results of that assessment have directed much of the activity of Academic Marketing Services throughout the past five years. Some of the findings of that study have been tested for continued validity at intervals throughout the past five years. In 1988, the unit completed a survey of 1,214 admitted first-time freshman students who failed to matriculate. The purpose of the study was to identify the needs and perceptions of non-matriculants, especially minority and female students who had been admitted but failed to enroll.

Services to Clientele

Service to Minority Students and Staff: Academic Marketing Services develops the University's central recruitment vehicles including publications, videos, and advertising. In all media, the unit presents racially balanced representation of faculty, staff, and the student body, consistent with actual conditions at the University or the site which the medium describes.

A special publication has been prepared to address the specific needs of minorities.

The University's regular advertising schedule always includes minority publications. Moreover, special efforts have been made to bring minority high school students and their parents to PREVIEW SIUE, the University's major on-campus recruitment event. In 1986, '87, and '88, free round-trip transportation was provided for prospective students from three area communities with large minority populations.

Support services (writing, editing, project coordination, photo shoots, verification of facts and policy, development and placement of advertising, video production, etc.) are provided by unit staff to staff members at the East St. Louis Center who are engaged in public communication and recruitment activities. Those services also are provided to other units working to recruit and serve minority students. Similarly, Academic Marketing Services staff support the efforts of the University's Office of Student Recruitment with Beta Clubs and other organizations in high schools serving minority populations. Approximately 15 per cent of the faculty and staff members to whom the unit provides direct services are minorities.

Service to Female Students and Staff: In all its publications and other recruitment media, Academic Marketing Services ensures that female students and staff are appropriately represented.

Approximately one half of those faculty members to whom AMS provides service are female. Approximately 80 per cent of the staff members served by AMS are female. More than 50 per cent of the University's inquiries are received from females.

Service to Disabled Students and Staff: Academic Marketing Services seeks to include disabled students and faculty and staff in its recruitment media representations. Fewer than five per cent of the faculty and staff directly served by this unit are disabled.

2. How successful has the unit been in improving student or staff participation and achievement?

Response: Representation of minority faculty, staff, and students in SIUE recruitment media has become a standard operating procedure in central University materials. The sensitivity of faculty and staff in other campus units has also increased, resulting in almost no publications without minority representation being produced anywhere on the University campus. Representation of female faculty and staff has increased over the past three years as well. Female students generally were well-represented prior to the beginning of the period under study and continue to be well-represented. Representation of disabled faculty, staff, and students in recruitment media is generally limited to an occasional photograph because of the small number of individuals involved. However, mention of services to the disabled is never omitted from relevant text and promotional materials.

3. How effective is the unit in its use of resources?

Response: Effectiveness of the unit's expenditures is measured by the quality and quantity of the University's communication vehicles and the quality and quantity of the responses they generate. Since 1985, the quality and quantity have shown steady improvement. Publications and advertising increased and improved. Radio, television, and outdoor advertising were introduced into the University's promotional mix. Videos were produced. Distribution was increased and formalized. An inquiry response system was established. A University-wide open house has become a traditional event, 67 per cent of whose participants have been found to matriculate at SIUE within three years of attending. Extensive, regular contact is maintained with the external community.

The average cost of recruiting one new student varies a great deal between institutions. Since the costs do not represent a total recruitment cost, they could not, in any case, be compared to average recruitment costs at other colleges and universities. Individual academic departments and

schools have begun to assume responsibility for funding of their own recruitment materials. The AMS staff is deeply involved in these efforts.

4. Have previous evaluations brought about changes in the unit's policies and operations?

Response: Annual reports are used to evaluate each year's activity and develop future plans. Moreover, all of the activities undertaken by Academic Marketing Services are designed to incorporate instruments for evaluating their effectiveness. Publications include response cards, usually postage-paid. Advertisements usually include reply coupons. Radio, television, and outdoor advertising include telephone numbers that permit identification of telephone inquiries to specific advertising sources. These instruments are used to adjust continually the unit's selection of different recruitment media and messages.

Recommendation:

It would be appropriate to house Academic Marketing Services in proximity to Recruitment Services. Recruitment is directly affected by everything AMS does and should be in a position to be completely informed of all marketing and recruitment activity, regardless of the funding source of those activities. AMS is involved in a great many activities funded by other campus units, but since the Recruitment Office is located in another building, communication is not regular.

Minority Retention Workshops

1. How effective is the unit in identifying and serving its student clientele?

Response: During FY 1989, the Office of Instructional Services provided a series of eight in-service minority retention workshops designed to sensitize SIUE's faculty and staff to the needs of minority students in higher education. In addition, two workshop sessions, designed specifically for students, were offered to assist students in coping with the academic and

social environment in higher education. The workshop series included fall, winter, and spring sessions for faculty and staff with external consultants. Sessions for students were conducted during fall and spring in conjunction with faculty/staff sessions. Workshops were spread throughout the year in order to emphasize the ongoing nature of the issue and to provide follow-up and feedback at regular intervals. One consultant presented fall and spring faculty/staff sessions; another presented three two-session workshops during winter.

All interested SIUE faculty and staff were invited to attend fall, winter, and spring workshop sessions in order to emphasize the importance of involvement across the campus and to encourage interactions among IS staff and other faculty/staff at SIUE. The fall faculty/staff workshop was attended by 90 faculty and staff, the winter workshop by 65, and the spring workshop by 60. Of these persons, 25 were IS staff.

The targeted student population included students enrolled in developmental courses, Special Services students, students enrolled in the University orientation seminar, and minority students who live in on-campus apartments. Of the 90 students who attended the fall student workshop, 20 were minority students; of the 30 at the spring session, all were minority students. Most of the students at the fall session were enrolled in developmental courses. Spring session students also included targeted minority populations in nursing, the Society of Black Engineers, the Black Student Association, and Tower Lake apartment residents.

No workshops were conducted in FY 1990.

2. How successful has the unit been in improving student or staff participation and achievement?

Response: Goals for faculty/staff sessions were to increase awareness of and sensitivity to minority student needs. Objectives included increasing knowledge of minority and other high risk students' cognitive and learning styles, communication strategies, and teaching techniques designed to help

such students be successful. Workshop evaluations indicated that participants viewed the sessions as informative and beneficial in calling attention to retention issues at SIUE. Faculty and staff, however, commented on the lack of faculty and, particularly, administration attendance at the sessions.

The goal of student workshops was to provide high-risk students with the strategies they could use to become successful college students. This goal was met by providing them with realistic strategies they could use to communicate with instructors and to become responsible for affecting their own success in the classroom through self-motivation, self-confidence, and seeking assistance to overcome weaknesses. Student evaluations of the workshop indicated that students found many suggestions to be helpful and manageable. Several commented that they wished they had taped the presentation to play back as a motivational reminder.

3. How effective is the unit in its use of resources?

Response: The workshop series was funded through an Excellence in Undergraduate Education Award of \$4530 for 1988-89. On the basis of cost per participant of \$14.00, the workshop series was cost effective. Such in-service experiences at retention conferences offered across the country would involve registration, housing, meals, and travel expenses. Few, if any, such conferences offer sessions directly for students.

4. Have previous evaluations brought about changes in the unit's policies and operations?

Response: Self-study undertaken by the staff has shown that staff would benefit from on-going attention to the needs of minority students who come in contact with persons in Instructional Services. As a result of those concerns, this workshop series was undertaken. Since the workshops, IS staff have employed workshop strategies in their developmental courses. Following the initial workshop in the series, enough interest was generated that IS collaborated with the Schools of Nursing and Engineering and Tower

Lake Housing to focus the last session on specific minority student populations.

Recommendations:

1. Plan additional minority retention workshops for faculty, staff, and students.

Rationale: Interest was generated by these workshops; faculty and staff participants indicated that SIUE should be discussing this issue further.

2. Additional workshops should be offered to focus all-campus concern on the issue.

Rationale: Although the IS-initiated series was a good beginning, in order to make all faculty and staff realize that the issue involves university-wide commitment, the Provost, President, and/or Faculty Senate should become involved in sponsoring such in-service activities.

3. Additional workshops should be offered for minority students.

Rationale: Student reactions were very positive; attendance was good; student comments indicated that they wanted more opportunities such as this to discuss their concerns and to find strategies for classroom success.

SIUE SCHEDULE OF REVIEWS
FOR PROGRAMS AND ACTIVITIES SUPPORTING UNDERREPRESENTED GROUPS

FISCAL YEAR OF REVIEW	YEAR OF SUBMISSION	UNIT NAME
FY 1990	1990	AT&T Minority Co-Op/Summer Intern Program
FY 1990	1990	Academic Marketing Services
FY 1990	1990	Illinois Consortium for Educational Opportunity Program (ICEOP)
FY 1990	1990	Illinois Minority Resume Service
FY 1990	1990	Minority Retention Workshop
FY 1991	1991	Career Planning and Placement
FY 1991	1991	Developmental Instruction
FY 1991	1991	Disabled Services Office
FY 1991	1991	Educational Enrichment Program
FY 1991	1991	Placement Testing
FY 1991	1991	Special Services Program
FY 1991	1991	Veterans Educational Outreach Program
FY 1992	1992	Child Development Program (East St. Louis)
FY 1992	1992	Computer Lab (East St. Louis)
FY 1992	1992	Educational Opportunity Center (East St. Louis)
FY 1992	1992	Head Start Program
FY 1992	1992	Upward Bound/Science Awareness Program
FY 1993	1993	Competitive Graduate Award
FY 1993	1993	Encouraging Participation in Graduate Study in Science
FY 1993	1993	Improving Math & Science Instruction of Black Students in Junior High School
FY 1993	1993	Minority Program for Excellence in Science
FY 1993	1993	Office of Continuing Education
FY 1993	1993	Women's Studies Program
FY 1994	1994	Minority Engineering Program
FY 1994	1994	Minority Scholarship Program
FY 1994	1994	Operation Uplift (East St. Louis)
FY 1994	1994	Planning Ahead for Science and Engineering
FY 1994	1994	Project GAIN (School of Nursing)
FY 1994	1994	School of Nursing Recruitment/Retention Committee
FY 1995	1995	AT&T Minority Co-Op/Summer Intern Program
FY 1995	1995	Academic Marketing Services
FY 1995	1995	Illinois Consortium for Educational Opportunity Program (ICEOP)
FY 1995	1995	Illinois Minority Resume Service
FY 1995	1995	Minority Retention Workshop

VII. ASSESSMENT BY CENTRAL ADMINISTRATION

The information presented in this report indicates that Southern Illinois University, through its Central Administration and constituent institutions, remains fully committed to goals and plans for implementing the Board of Trustee Policy on Equal Opportunity and Affirmative Action and, through its programs and activities described herein, is dedicated to assuring the full and successful participation of minority, women, and disabled students, faculty, and staff.

This Report differs from last year's in that it includes: 1) an Annual Overview, which describes for each campus the major events and activities undertaken and the new programs and program components established during the year to improve the participation and success of minority, female, and disabled students, faculty, and staff; 2) a Campus-Wide Evaluation of progress in the participation and achievement of underrepresented groups; and, 3) Reports on reviews of programs serving minority, female, and disabled students, faculty, and staff. These sections provide a more in-depth analysis of programs and activities, both from University-wide and individual campus perspectives.

As noted earlier in the Annual Overview, during Fiscal Year 1990, Southern Illinois University had 77 programs and activities dedicated to assuring the participation and success of minority, female, and disabled students, faculty, and staff and expended in excess of \$4.9 million in support of those programs and activities. This is in addition to the broad range of academic and academic support services within the University that serve the needs of all students, faculty, and staff.

The Campus-Wide Evaluation, completed for the first time this year as a part of this Report, provides benchmark data concerning enrollment, academic success, employment, and leadership opportunities for members of underrepresented groups, against which progress in future years can be measured. Results of the evaluations will be used to assess the need for revision in institutional plans, goals, and policies, and where appropriate, to enhance and strengthen the programs and activities which support underrepresented groups.

Female undergraduates and graduates at SIUC outperformed their male counterparts academically, while disabled and Black undergraduates earned lower GPA's than other groups. At SIUC, undergraduate enrollment of women, disabled, and minority students increased over the past four years, with the smallest rate of increase experienced by Black students. More Black, Hispanic, and female undergraduates are completing degrees at SIUC. At the graduate level, SIUC female graduate students numbered about the same as male graduate students, while the number of Black graduate students increased. In recent years, the number of women and minorities employed at SIUC has increased overall at a higher rate than their majority male counterparts.

At SIUE, female undergraduates and graduates in general outperformed their male counterparts academically. Grade point averages for disabled students were about the same as or better than those for students overall, while Black students did less well at both the undergraduate and graduate levels. While degree completion among women generally at SIUE is increasing, the rate of completion for Black women has declined. In almost every category, the percentage of women employees has increased during the period from 1981 to 1989, and the percentage of Blacks employed by SIUE has increased as well.

Although both SIUC and SIUE are making consistent and concerted efforts to hire qualified minority faculty members, progress still needs to be made in this area. A nation-wide shortage of qualified individuals on occasion hinders the University in such efforts.

The reviews of programs and activities at both SIUC and SIUE indicate that the units are effective in serving student and staff clientele and in improving the participation and success of minority, female, and disabled students, faculty, and staff.

The remainder of this assessment by Central Administration describes progress made in achieving some of the short-term objectives identified in the FY 1989 report, and details things yet to be accomplished.

1. Our commitment to minority, women, and disabled students, faculty, and staff is now a part of SIU's strategic plan.

2. Both SIUC and SIUE have devised better methods of providing accurate enrollment data for disabled students.

3. We still need to delineate more clearly and specifically strategies for dealing with the unique problems of not only minorities, but women, and the disabled as well. This year's report makes better use of the information in the Annual Fall Enrollment Reports so that program-specific information on underrepresentation is included.

4. We need to continue working with the campuses to define and clearly articulate strategies for improving the recruitment of more minority, women, and disabled faculty and staff. We are making progress in our efforts to recruit and retain highly qualified minority faculty members, even though applicant pools are small.

5. We are continuing efforts to improve the climate within the University and to provide an environment and support services within that environment which treat all students, including those of underrepresented groups, as individuals with unique cultural backgrounds and characteristics.

6. We will continue to consider during 1990-91 how to minimize legitimately the effect of the new and more stringent admission policies which will be in effect for 1990.

7. During 1990-91, we will consider with the campuses the feasibility of integrating, where appropriate, services for underrepresented groups so that the message is conveyed that the University is serious in its commitment that every student succeed academically, regardless of cultural background.

8. As noted earlier, Southern Illinois University has a large number of high cost programs and activities aimed at increasing the participation and success of minority, women, and disabled students, faculty, and staff. Efforts during FY 1991 will attempt to focus more closely upon improving the qualitative aspects of those programs and services. In view of steady or declining state budgets, the continuation and strengthening of these programs and services will be particularly challenging.

APPENDIX A

FY 1990 LISTING OF PROGRAMS
AND ACTIVITIES WHICH SUPPORT
MINORITY, WOMEN, AND DISABLED
STUDENTS, FACULTY, AND STAFF

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

Affirmative Action Office/School of Medicine

This program monitors and evaluates the School of Medicine's affirmative action program as it applies to minorities and females.

Black Affairs Council

This program is designed to coordinate, develop, and sponsor programs and activities of a select group of student organizations that serve African-American students.

Black American Studies Program

This program is designed to develop and offer formal coursework in African-American studies. The coursework bridges programs offered in the traditional liberal arts disciplines.

Black Togetherness Organization

The purpose of this student group is, under staff supervision, to design, plan, and implement social, cultural, and academic activities for African-American students residing in Brush Towers and University residential areas.

Center for Basic Skills

The goal of this program is to recruit and retain students who have academic potential but do not qualify under the regular admission program. The majority of the students served are minority, female, and disabled. Activities include academic advisement, counseling, tutoring, peer mentoring, and learning skills instruction.

Development Advisory Council Committee on Minority Medical Student Concerns/School of Medicine

Current goals and objectives of the program are to undertake private fundraising efforts on behalf of minority medical students and to help enhance the social support network for minority medical students.

Disabled Student Services

The services offered through this program are designed to assist disabled students in accomplishing their academic goals. Services offered include recreational programming and equipment for disabled students.

Emerging Leaders Program

The program is designed to assist minority students in developing to their potential as student leaders and scholars.

Future Scholars Program

The objective of this program is to familiarize and acclimatize minority students to the campus environment in a positive fashion. The program is designed for forty students: twenty in the eleventh and twelfth grade (intermediate), and twenty entering freshmen (advanced).

Geology Minority Program

This program identifies talented minority students who may qualify for a scholarship given by the Amoco Oil Company. The scholarship covers study in earth sciences and geology.

Graduate Dean's Fellowship Program

This program is designed to help educationally disadvantaged students who show promise for success in graduate studies. Fellowships are awarded for two semesters and a summer session and include tuition support and a stipend of approximately \$650.

Handicapped Van Service

This program provides transportation for physically disabled students to and from campus.

Project Head Start

This program provides services such as transportation, food, and clothing to economically disadvantaged preschool children and their families. The majority of the students are minority or female.

Illinois Consortium for Educational Opportunity Program (ICEOP)

This program is designed to increase the number of minority faculty and staff at Illinois postsecondary institutions. Scholarships are provided to qualifying graduate students to assist in this effort.

Illinois Minority Graduate Incentive Program (IMGIP)

This program provides fellowships to doctoral students in an effort to increase the number of minorities on the faculty and professional staffs of educational institutions. The program focuses on those disciplines where minorities are traditionally underrepresented.

Illinois State Board of Education Scholarships for Minorities and Women

This program provides scholarship assistance to qualified minority and female applicants who agree to take courses towards a degree in educational administration at recognized Illinois teachers education institutions.

Dr. Hildegard C. Landecker Memorial Endowment Fund

This program provides financial support to qualified female freshmen medical students.

Medical/Dental Preparatory/School of Medicine

The goal of this program is to assist minority and other students from educationally disadvantaged backgrounds to enter and succeed in medical and dental education programs. The program services undergraduate and post-baccalaureate students. Students take part in tutorials, review courses, pre-professional courses, and interact with medical students, faculty and area physicians.

Minority Engineering Program

This program is designed to increase the representation of Blacks and Hispanics in the engineering profession. Activities include special programs for high school students; a summer program for entering freshmen; and tutoring, counseling, enrichment and scholarship programs for undergraduates.

Minority High School Research Apprentice Program/School of Medicine

This program is designed to encourage minority high school students to pursue careers in biomedical research and the health professions.

Minority High School Research Apprentice Program

This program is designed to encourage minority high school students to pursue careers in biomedical research.

Minority Participation Scholarships

The objective of the Minority Participation Scholarship Program is to enhance efforts to attract a greater number of high potential Black and Hispanic students to SIUC.

Minority Retention and Recruitment Program/College of Education

The purpose of this pilot academic and social support program is to develop and implement programs and strategies that will help the College of Education recruit and retain undergraduate minority students.

Minority Retention Program/College of Business

The purpose of this pilot academic support program is to develop and implement an academic and tutorial service to assist minority students in the College of Business.

Office of the Executive Assistant to the President

This office enhances the University's ability to identify and respond to the special and unique needs of minority, women, and disabled faculty, staff, and students. This Office also includes the SIUC Affirmative Action Office.

Office of Student and Alumni Affairs-Minority/Female Students/School of Medicine

This program is designed to recruit and admit qualified minority students to the medical school. The program sponsors admissions seminars and individual and group interviews, and supports a scholarship program for talented minority students.

Pan Hellenic Council/Minority Programs

The Council coordinates the activities and programs of African-American students involved in fraternities and sororities.

Pan Hellenic Council/Women Programs

The Council coordinates the concerns and issues that impact on women students involved in sororities.

Patricia Roberts Harris Fellowship Program

This program seeks to increase minority graduate student representation in the fields of communication disorders, the sciences, psychology and rehabilitation. The program provides fellowships for payment of tuition and fees and a \$10,000 annual stipend.

Prematriculation Program/School of Medicine

This program is designed to assist in the retention of minority and educationally disadvantaged students. Students in the program are involved in an eight-week course providing experiences related to the freshman medical curriculum.

Project Achieve

In this program, a series of academic support services are provided to help learning disabled students successfully complete college-level coursework.

Scholarship Program for Academically Superior Minority Students/School of Medicine

This program is designed to attract and recruit minority applicants with superior academic potential to the SIU School of Medicine.

School of Law Affirmative Action Program

The purpose of this program is to develop programs and strategies that are designed to assist the School of Law in diversifying the student body population. The major purpose of this activity is to attract and recruit students from underrepresented populations.

Southern Illinois Regional Career Preparation Program

This program serves minority students in the sixth through ninth grades. Students attend monthly seminars and a three week summer session with activities geared toward acquainting them with future career options and encouraging them to remain in school.

Special Populations/Disabled Student Recreation Program

This program is designed to meet the specific needs of students with disabilities. Services include recreational and competitive sports programming.

Chicago High School for Agricultural Science/Recruitment Program

The goal of this program is to enroll students from the Chicago High School for Agricultural Science into agricultural programs at Southern Illinois University. This high school enrolls predominantly African-American and Hispanic students.

University Women's Professional Advancement

This program sponsors activities designed to enhance the status of women on campus. Internship programs, career advancement strategies, salary equity, and recognition of women who have rendered service outside the University are some of the activities conducted under this program.

Upward Bound

This program is designed to increase the skills and motivation of underprivileged high school students in order to encourage and prepare them to pursue postsecondary education. The program undertakes developmental, personal and academic activities during the school year and a six-week summer session.

Wheel Chair Repair Service

This on-campus service, which is operated by the Office of Disabled Student Services, minimizes interruptions in disabled students academic and social schedules.

Women's Health Clinic

This program provides an alternative for female students who wish to receive their gynecological care from a female health care provider.

Women's Introduction to Engineering

This program is designed to expose female high school students to college engineering curricula and to encourage them to look at the field of engineering as a possible career choice.

Women Services

This program is designed to assist women in making a positive adjustment to university life. Services provided in the program include a resource library, short-term counseling, sexual harassment information and counseling.

Women's Studies

This interdisciplinary program is designed to enrich and extend a student's major field of study, by sharing insights gained from the study of women or women's issues.

SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE

AT&T Minority Co-Op/Summer Intern Program

Minority and female juniors and seniors who are computer science, electrical engineering, and mathematics majors are interviewed each year for participation in this internship program. Interns work in the Bell Laboratories in Columbus, Ohio.

Academic Marketing Services (Public Relations and Programming)

This program reviews university publications prior to their printing to ensure that minority students, faculty and staff are appropriately represented. The program places advertising in minority media as a means of reaching minority students and their families.

Career Planning and Placement Center

This program provides counseling services and maintains a library of employment materials which is of particular interest to minorities, women, and disabled students. The program's staff work with area employers to fill part-time and summer positions with minority and female candidates.

Child Development Program/East St. Louis

This program provides pamphlets, brochures, class schedules and enrollment information on day care centers and social service agencies available in the region. The program also sponsors fairs and other special events related to higher and continuing education for parents and children and provides child care services in East St. Louis for students enrolled at the university.

Competitive Graduate Award

This program provides competitive financial awards to graduate students on the basis of financial need, academic promise, and undergraduate academic performance. Special consideration is given to minority applicants residing in the Metro-East region.

Computer Lab/East St. Louis

This well-equipped computer lab is open six days a week to all university students eliminating the need for students to travel to the Edwardsville campus to complete lab assignments.

Developmental Instruction

This program offers developmental coursework in reading, writing, mathematics, and chemistry. The program is designed to ensure that students receive the opportunity to develop skills necessary for academic success.

Direction Services Project/East St. Louis Center

This project consists of an information referral service that provides assistance and serves as an advocate for disabled individuals (children and adults) and families who live in St. Clair County.

Disabled Services Office

This program coordinates services aimed at this special student population. Available services include pre-admission planning, personal attendant information, text on tape, large print material, interpreter services and lab assistance.

Educational Enrichment Program

This program is designed to expose area high school students to higher education opportunities. Campus visitations, meetings with faculty and alumni, and tours of housing and recreational facilities are all integral parts of this program.

Educational Opportunity Center/East St. Louis

This center operates programs designed to encourage postsecondary enrollment through the dissemination of financial aid and admissions material. Special counseling and outreach programs are also conducted through the center.

Encouraging Minority Participation in the Study of Science

This program identifies and recruits talented undergraduate science students who demonstrate financial need. Through a series of special seminars, summer workshops, mentor relationships with senior faculty, and direct involvement in advance research, these students are encouraged to pursue graduate study in the sciences.

Head Start Program

This program is designed to engender a greater degree of social competence in children of low-income families by strengthening their ability to cope with school and the world around them.

Illinois Consortium for Educational Opportunity (ICEOP)

This program is designed to increase the number of minority faculty and staff at Illinois postsecondary institutions. Scholarships are provided to qualifying graduate students to assist in this effort.

Illinois Minority Resume Service

The Illinois Committee on Black Concerns in Higher education sponsors this program which assists minority college students in securing employment.

Improving Math and Science Instruction of Black Students in Junior High School

This program is designed to improve the quality of instruction provided by math and science teachers of minority students. A series of seminars as well as continuous consultation with university faculty are an integral part of this program.

Minority Engineering Program

This program provides college preparatory activities to high school students in engineering. Students from ten predominately Black junior and senior high schools attend monthly seminars that focus on the educational requirements and opportunities that exist in technical and professional careers. The program is also concerned with attrition among Black students, acts as a clearinghouse on financial aid opportunities, and administers a scholarship program for the National Action Council for Minorities in Engineering. The university provides minority undergraduate students with special support services to encourage their entry into graduate engineering programs.

Minority Engineering Program Department Tutoring Program

As part of the School of Engineering minority retention efforts, the project brings together successful senior-level engineering students with students in their junior year who are identified by faculty as needing tutorial assistance. The project is designed to enhance self-confidence and self-esteem by assisting with the problems of course repetition, delayed graduation, and attrition.

Minority Program for Excellence in Science

This program is designed to decrease the drop-out rate of minority students in Alton High School and to increase the number of students who take college preparatory classes emphasizing mathematics and science.

Minority Retention Workshop

This program focuses on faculty and staff, providing information on the special needs of high risk and/or minority students. The student component focuses on achievement motivation, self-esteem building, and improved study habits.

Minority Scholarship Program

The purposes of this program are to attract and retain Black Americans, American Indians, and Hispanics in traditionally underrepresented disciplines such as mathematics and the sciences, computer science, nursing, education and engineering, and to increase the pool of well-qualified minority candidates for technical and professional positions in southwestern Illinois, thereby enhancing the economic development of the region.

Office of Continuing Education - Special Outreach Services

This office supports the needs of departments and units offering off-campus courses and programs by providing administrative services to all staff and students, including minority and female students.

Operation Uplift/East St. Louis Center

Operation Uplift is an intensive job skills training and counseling program to prepare students for the world of work. Socialization skills and career development training is also provided.

Placement Testing Services

This program is designed to assist in identifying those students who need special assistance courses in order to successfully complete their college education.

Project GAIN

This is a program within the School of Nursing that provides for the recruitment and retention of minorities and disadvantaged students. Qualified students receive monthly fellowships, tutoring services, and formal and informal mentoring.

Project Success/East St. Louis

Project Success is a comprehensive program designed to serve abused and neglected clients of the Illinois Department of Children and Family Services. Students receive socialization skills, tutoring services, and recreational programs.

Planning Ahead for Science and Engineering (PASE)

This program informs minority students of the program entrance requirements and the opportunities for employment which exist in the science and engineering fields.

Special Services Program

This program is designed to help low-income students with academic potential attend the university. Academic support and special courses are made available to these students.

School of Nursing Recruitment/Retention Committee

Nursing faculty participate in advisement, counseling, and recruitment activities designed to attract students to the nursing program. Academic support is provided to those students which need such attention.

STEP (Striving Toward Education Proficiency)/East St. Louis

Project STEP is a pre-employment, work maturity, and basic education program designed to provide training in the areas of reading and mathematics. It also provides job skills training and counseling and career development.

TREND (Turning Recreational Excitement in New Directions)/East St. Louis

TREND is an effort aimed at organizing chapters of teenagers at metropolitan East St. Louis high schools for the purpose of providing recreational experiences free of alcohol and drugs. It strives to improve the participation and success of students in post-secondary education.

Upward Bound/Science Awareness Program

This program provides academic support to promising minority sophomore, junior and senior high school students. The goal of the program is to improve high school retention and access to higher education for these students.

Veterans Educational Outreach Program

This program is designed to reach out into area communities, locate and encourage veterans, particularly disabled and minority veterans, to resume or begin their postsecondary education.

Women's Studies Program

This program coordinates curricular offerings associated with the interdisciplinary undergraduate minor offered in Women studies. The program also organizes special events and services of interest to female students.

APPENDIX B

Part 1

PROGRAM INVENTORY UPDATE

Southern Illinois University at Carbondale,
Including the School of Medicine

PROGRAM DELETIONName of Program/Unit:

Academic Skills Diagnostic Unit/School of Medicine

Reason for Deletion:

The goals and objectives of the unit remain unchanged; however, the program does not meet the definition of a formally organized support unit: its primary purpose is to serve any student or resident who might be having academic difficulty and there is no specific budget allocation for the unit.

PROGRAM MODIFICATIONName of Program/Unit:

Black Affairs Council

Current Goals/Objectives:

This program is designed to coordinate, develop, and sponsor programs and activities of a select group of student organizations that serve African-American students.

PROGRAM ADDITIONName of Program/Unit:

Black Togetherness Organization

Current Goals/Objectives:

The purpose of this student group is, under staff supervision, to design, plan, and implement social, cultural, and academic activities for African-American students residing in Brush Towers and University residential areas.

Activities/Events Conducted During FY 1990:

The group plans and coordinates social, recreational, educational, and cultural activities and programs. Specific programs include study skills workshops, speaker series, dances, and parties.

PROGRAM MODIFICATIONName of Program/Unit:

Center for Basic Skills

Current Goals/Objectives:

The goal of this program is to recruit and retain students who have academic potential but do not qualify under the regular admission program. The majority of the students served are minority, female, and disabled. Activities include academic advising, counseling, tutoring, peer mentoring, and learning skills instruction.

PROGRAM ADDITIONName of Program/Unit:

Development Advisory Council Committee on Minority Medical Student Concerns/
School of Medicine

Current Goals/Objectives:

- 1) To undertake private fund-raising efforts on behalf of minority medical students.
- 2) To help enhance the social support network for minority medical students.

Activities/Events Conducted During FY 1990:

This is a new program that began in March, 1990. At that time staff from the Office of Student and Alumni Affairs met with the Vice-President of the SIU Foundation, Springfield Office, to discuss the Foundation's assistance with fund raising activities to benefit minority medical students. At this meeting it was decided to create a committee of the Foundation's Development Advisory Committee (DAC) to oversee this effort. At this time members of the committee have been selected (three members of the DAC, eight minority community leaders from Springfield and four minority medical students). Specific programs and activities will be discussed during future meetings.

PROGRAM ADDITIONName of Program/Unit:

Emerging Leaders Program

Current Goals/Objectives:

The program is designed to assist minority students in developing their full potential as student leaders and scholars.

Activities/Events Conducted During FY 1990:

Students are exposed to experiences which are designed to enhance their knowledge of leadership styles, and develop their leadership skills. Specific activities include but are not limited to instruction in proper etiquette, communication skills, and theories of leadership.

PROGRAM ADDITIONName of Program/Unit:

Future Scholars Program

Current Goals/Objectives:

The objective of this program is to familiarize and acclimatize minority students to the campus environment in a positive fashion. The program is designed for forty students: twenty in the eleventh and twelfth grade (intermediate), and twenty entering freshmen (advanced).

Activities/Events Conducted During FY 1990:

Students will experience the campus environment by living on campus and participating in self-development activities in both credit and non-credit courses in the areas of math, English or speech.

PROGRAM DELETIONName of Program/Unit:

Handicapped Renovation--Thompson Point

Reason for Deletion:

The work has been completed and should be deleted from the program inventory.

PROGRAM MODIFICATIONName of Program/Unit:

Head Start

Current Goals/Objectives:

This program provides services such as transportation, food, and clothing to economically disadvantaged preschool children and their families. The majority of the students are minority or female.

PROGRAM ADDITION**Name of Program/Unit:**

Minorities in Medicine/School of Medicine

Current Goals/Objectives:

- 1) To provide grant assistance to minority students to cover cost of attendance;
- 2) To provide stipends for students enrolled in MEDPREP Program;
- 3) To improve and expand minority student recruitment program.

Activities/Events Conducted During FY 1990:

The Minorities in Medicine program is an as yet unfunded request to the Illinois State legislature. Originally introduced in March, 1989 as House Bill 989, this program is designed to improve the ability of the School of Medicine to recruit and retain quality minority medical students. This proposal did not make it out of committee during the 1989-90 legislative session. However, communication has been maintained between the School and the bill's sponsor, Rep. Arthur Turner of Chicago. During May, 1990 a group of minority medical students and administrators from the School met with the Legislation Black Caucus to encourage their support for this measure. While efforts will continue, passage of this bill is uncertain at this time.

PROGRAM ADDITIONName of Program/Unit:

Minority Participation Scholarships

Current Goals/Objectives:

The objective of the Minority Participation Scholarship Program is to enhance efforts to attract a greater number of high potential black and hispanic students to SIUC.

Activities/Events Conducted During FY 1990:

Scholarships for 13 students were awarded during FY 1990. The program will be fully implemented during FY 1991.

PROGRAM ADDITIONName of Program/Unit:

Minority Retention and Recruitment Program/College of Education

Current Goals/Objectives:

The purpose of this pilot academic and social support program is to develop and implement programs and strategies that will help the College of Education recruit and retain undergraduate minority students.

Activities/Events Conducted during FY 1990:

The program sponsors workshops which address educational and social needs. Workshop topics include:

- 1) Instruction and Study Skills
- 2) Time Management
- 3) Crisis Management

PROGRAM ADDITIONName of Program/Unit:

Minority Retention Program/College of Business

Current Goals/Objectives:

The purpose of this pilot academic support program is to develop and implement an academic and tutorial service to assist minority students in the College of Business.

Activities/Events Conducted During FY 1990:

Among the activities offered in this program are tutorial assistance in selected academic courses. The courses include accounting, management and math.

PROGRAM MODIFICATIONName of Program/Unit:

Office of the Executive Assistant to the President

Current Goals/Objectives:

This office enhances the University's ability to identify and respond to the special and unique needs of minority, women and disabled faculty, staff and students. This office also includes the SIUC Affirmative Action Office.

PROGRAM MODIFICATIONName of Program/Unit:

Office of Student and Alumni Affairs - Minority/Female Students (name changed from Office of the Dean of Students)/School of Medicine

Current Goals/Objectives:

Responsible for medical student admission activity and a complete range of student and alumni support activities. Specific activities are targeted on minority or female students.

Activities/Events Conducted During FY 1990:

Following are those activities targeted on minority students:

- 1) The part-time Assistant Dean of Students/Minority Affairs and Counseling provides counseling and advocacy for minority students.
- 2) A full-time counselor provides counseling to minority students and assists in minority student recruitment.
- 3) Support is provided to the Student National Medical Association, an organization for minority medical students.
- 4) During Black Awareness Week minority students on both the Springfield and Carbondale campuses hold special events.
- 5) An annual Minority Student Lunch with the Dean provides a forum for minority students to address their concerns.
- 6) Special financial aid orientation sessions are held for minority students participating in the pre-matriculation program.

Activities for women students:

- 1) The office supports the local chapter of the American Medical Women's Association.

PROGRAM MODIFICATIONName of Program/Unit:

Pan-Hellenic Council Activities

Current Goals/Objectives:

The Council coordinates the activities and programs of African-American students involved in fraternities and sororities.

PROGRAM MODIFICATIONName of Program/Unit:

Panhellenic Council

Current Goals/Objectives:

The council coordinates the concerns and issues that impact on women students involved in sororities.

PROGRAM DELETIONName of Program/Unit:

Pre-Major Advisement Center

Reason for Deletion:

This is a general support program and should not be included in the list of programs that primarily serve underrepresented populations.

PROGRAM DELETIONName of Program/Unit:

Preparation of Master's Level Personnel to Teach LEP Hispanic Handicapped Students

Reason for Deletion:

The grant for this program has expired.

PROGRAM DELETIONName of Program/Unit:

Project Retention Organization (PRO)

Reason for Deletion:

The College of Human Resources has been abolished. All programs were transferred to other academic units.

PROGRAM MODIFICATIONName of Program/Unit:

School of Law Affirmative Action Program (Reported last year as School of Law Minority Fellowships.)

Current Goals/Objectives:

The purpose of this program is to develop programs and strategies that are designed to assist the School of Law in diversifying the student body population. The major purpose of this activity is to attract and recruit students from underrepresented populations.

PROGRAM DELETIONName of Program/Unit:

School of Law Tutorial Program

Reason for Deletion:

This is a general support program for the School of Law.

PROGRAM DELETIONName of Program/Unit:

Services for Special Users

Reason for Deletion:

Program does not meet the guidelines for inclusion in this report.

PROGRAM DELETIONName of Program/Unit:

Women's Law Forum

Reason for Deletion:

Program does not meet the guidelines for inclusion in this report.

APPENDIX B

Part 2

PROGRAM INVENTORY UPDATE

Southern Illinois University at Edwardsville

PROGRAM DELETIONName of Program/Unit:

Beyond the Bridge Program

Reason for Deletion:

Now included in Upward Bound

PROGRAM ADDITIONName of Program/Unit:

Direction Services Project (East St. Louis Center)

Current Goals/Objectives:

This project consists of an information referral service that provides assistance and serves as an advocate for disabled individuals (children and adults) and families who live in St. Clair County.

Activities/Events Conducted During FY 1990:

- 1) In addition to individual contacts, this project sponsored a number of workshops on arthritis, lupus, multiple sclerosis, and other disabling conditions. An on-going Saturday support group for disabled persons was also organized during the year.

PROGRAM DELETION**Name of Program/Unit:**

Engineering Mentoring Program

Reason for Deletion:

Program does not now exist

PROGRAM ADDITIONName of Program/Unit:

Minority Engineering Program Department Tutoring Program

Current Goals/Objectives:

As part of the School of Engineering minority retention efforts, the project brings together successful senior-level engineering students with students in their junior year who are identified by faculty as needing tutorial assistance. The project is designed to enhance self-confidence and self-esteem by assisting with the problems of course repetition, delayed graduation, and attrition.

Activities/Events Conducted During FY 1990:

- 1) A pilot program was conducted with the Civil Engineering Department. The results of the program were used to apply for an SIUE Excellence in Undergraduate Education grant. The project received funding in the amount of \$7,680 for FY 1991.

PROGRAM ADDITION

Name of Program/Unit:

Minority Scholarship Program

Current Goals/Objectives:

The purposes of this program are to attract and retain Black Americans, American Indians, and Hispanics in traditionally underrepresented disciplines and to increase the pool of well-qualified minorities for technical and professional positions in southwestern Illinois and in the greater St. Louis metropolitan area, thereby enhancing the economic development of the region. The objectives of the program include assistance to Black Americans, American Indians, and Hispanics in enrolling in and completing their undergraduate studies increasing the opportunity for minority students to enroll in and complete successfully programs in which minorities have been underrepresented, notably mathematics, the sciences, computer science, nursing, education, and engineering.

Activities/Events Conducted During FY 1990:

A program brochure has been developed and is being circulated among high schools and community colleges by SIUE recruiters. News releases have been forwarded have been forwarded to all media in the SIUE service region. Faculty and staff have been apprised of the program through customary internal memoranda and meetings. The Financial Aid brochure published by the Office of Student Work and Financial Assistance includes appropriate information regarding the program.

PROGRAM ADDITIONName of Program/Unit:

Operation Uplift/East St. Louis Center

Current Goals/Objectives:

Operation Uplift is an intensive job skills training and counseling program to prepare students for the world of work. Socialization skills and career development training is also provided.

PROGRAM ADDITIONName of Program/Unit:

Project Success (East St. Louis Center)

Current Goals/Objectives:

Project Success is a comprehensive program designed to serve abused and neglected clients of the Illinois Department of Children and Family Services. Students receive socialization skills, tutoring services, and recreational programs.

PROGRAM ADDITIONName of Program/Unit:

STEP (Striving Toward Educational Proficiency) (East St. Louis Center)

Current Goals/Objectives:

Project STEP is a pre-employment, work maturity, and basic education program designed to provide training in the areas of reading and mathematics. It also provides job skills training and counseling and career development.

PROGRAM ADDITIONName of Program/Unit:

TREND (Turning Recreational Excitement in New Directions) (East St. Louis Center)

Current Goals/Objectives:

TREND is an effort aimed at organizing chapters of teenagers at metropolitan East St. Louis high schools for the purpose of providing recreational experiences free of alcohol and drugs. It strives to improve the participation and success of students in post-secondary education.

APPENDIX C

OTHER ACTIVITIES NOT LISTED

ELSEWHERE IN THE REPORT

ACTIVITIES NOT PRESENTED ELSEWHERE IN THE REPORTSOUTHERN ILLINOIS UNIVERSITY at CARBONDALE

1. The School of Medicine-Carbondale co-sponsored two programs with the University Affirmative Action Office. The programs, offered by the National University Teleconference Network were "Minority Recruitment and Retention in Higher Education" and "The State of Black Health Care: Where We Are Heading as We Approach the Year 2000."
2. The Department of Medical Humanities offers a tutorial in English oral communication for international students, residents, faculty, and their spouses for whom English is a second language.
3. The Office of the Dean of Students at the School of Medicine supports the local chapter of the American Medical Women's Association. The Associate Dean of Students serves as Women's Liaison Officer to the Association of American Medical Colleges.
4. The seminar series of the Department of Physiology at the School of Medicine included two women physicians. A support meeting for female medical students was organized by the Curriculum Affairs unit. Female physicians from the Carbondale area met informally with women medical students.
5. Minority physicians in southern Illinois are sought out and provided volunteer faculty appointments in the School of Medicine's Medical Education Carbondale unit, where they interact with and serve as role models for the School's minority students.
6. The School of Medicine provides a number of clinical services specifically directed toward minorities, women, and disabled individuals; the recipients of such services may or may not be students, faculty, or staff at the School. Among these services are the Alzheimer's Disease Center; the Katherine Kasper Center in East St. Louis and the maternal and child health clinic at Havana, Illinois, operated by the Department of Family Practice; the Children's Diagnostic Clinic, Myelomeningocele Clinic, and Developmental Continuity Clinic operated by the Department of Pediatrics; and the Community Support Network program operated by the Department of Psychiatry.
7. The Disabled-Student Services Office received funds from the Office of the Executive Assistant to the President for the purchase of a micro-computer to be used in computerizing student information and developing a data base for use in future planning efforts.
8. During the 1990 spring semester, SIUC held a one-day session devoted to the discussion of diversification of the campus environment. The program included national renowned speakers in areas of curriculum, cultural, racial, and gender diversity.
9. During the year, the Black American Studies and Women's Studies Programs sponsored a series of workshops designed to promote diversity in the classroom. Major goals of the workshops included identifying ways to sensitize faculty and staff to behavior that may be counterproductive to minority and female students in the classroom and to provide faculty with strategies for structuring the curriculum in order to better address the learning styles and special needs of underrepresented populations.

ACTIVITIES NOT PRESENTED ELSEWHERE IN THE REPORTSOUTHERN ILLINOIS UNIVERSITY at EDWARDSVILLE

1. At the 72nd annual dinner meeting of the Urban League of Metropolitan St. Louis, the President received an award of merit for his "dedication, commitment and unselfish contribution towards equalizing life choices for all people." He was also honored with an Illinois Committee for Black Concerns in Higher Education (ICBCHE) award for his "outstanding leadership in the demonstration of ethnic and cultural diversity in higher education."
2. SIUE participates in the Education Enrichment Program sponsored by the St. Louis Career Education office of the public schools system. The program brings together on a college campus inner city and suburban eighth graders to discuss planning for college through high school preparation.
3. SIUE hosts meetings of the nationally organized Beta clubs, an organization for honor students. Faculty and staff teach these students about preparing for college, career options and strategies for planning for the future.
4. SIUE faculty and staff participate in the annual Role Model Conference for Disadvantaged Youth. This program pairs area leaders with youths to whom they can serve as role models.
5. SIUE also participates in the annual career fair held in the Cervantes Convention Center in St. Louis where students can ask area leaders, "Why did you choose the career you're in?"
6. During Black History Month, a number of activities occurred on campus, such as major speakers, workshops, and entertainment. Workshops that were held included "Black Success Stories Workshop," "The Recruitment and Retention of Black Students in Higher Education Workshop," and "The Role of Blacks in Politics." On-going video presentations were held in various locations across campus. "We Shall Overcome," "The Road to Brown," Ethnic Notion," and "Race Against Prime Time" were among the videos that were presented. Guest speakers included civil rights leader, Julian Bond, and East St. Louis Mayor, Carl Officer.
7. The musical presentation "Motown Revue" was performed during Black History Month.
8. SIUE will sponsor music and dance workshops during the coming months. "Black Music in America" and a workshop by the Katherine Dunham Center for Performing Arts will be offered.
9. The Small Business Development Center at SIUE sponsored a Business Conference for Veterans, Women, and Minorities.
10. A new elevator is being installed in the Peck Classroom Building. The new elevator will enable disabled individuals greater access to offices and classrooms housed in Peck.
11. Disability Awareness Day was held in October. Representatives from MCT (the Madison County Transportation organization), IMPACT (an independent living center for the disabled), Deaf Interlink, and New Horizons, the SIUE organization of disabled students, participated.

12. SIUE participated in the fourth annual job placement conference for college students with disabilities which was held at Sangamon State University.
13. SIUE participated in hosting a workshop for disabled high school students who are considering college after graduation. Disabled students from area high schools attended.
14. The SIUE United Christian Foundation sponsors a Single Parents Support Group which meets twice monthly.
15. As part of Sexual Assault Awareness Month, SIUE's Rape and Sexual Abuse Care Center sponsored a self-defense workshop.
16. The birthday of Dr. Martin Luther King, Jr. is celebrated annually with a luncheon and a program. Mr. Lerone Bennett, Jr. was the featured speaker at the 1990 celebration. Mr. Bennett is the senior editor of Ebony Magazine. The program featured performances by musical and dance groups as well as presentations of awards to outstanding students.

